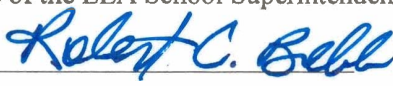
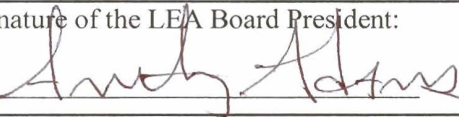


Attachment III

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Cody College Preparatory Upper School of Teaching and Learning	Mailing Address: 18445 Cathedral Street, Detroit MI, 48228-1809
School Building Code: 516	
School Building Contact for the School Improvement Grant	
Name: Charlene Mallory	
Position and Office: Principal	
Contact's Mailing Address: 18445 Cathedral Street, Detroit MI, 48228-1809	
Telephone: (313) 866-9200	
Fax: (313) 866-9266	
Email address: charlene.mallory@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X 	Date: 28 FEB 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X 	Date: 22 Feb 11
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A

1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA.

As a new educational institution in the turnaround initiative, Cody College Preparatory School of Teaching and Learning (CCPSTL) conducted a series of the following assessments and surveys: teacher surveys, assessment data from previous years using MME, Brigance Diagnostic tests, PSAT, report cards, progress reports, teacher made tests and quizzes, and "District Quarterly Benchmark Assessments."

Based on the 2009 MME results, the students' proficiency levels are as follows: Reading: 20.8%, Writing: 7.5%, ELA: 17.4%, Math: 9.6%, Science: 10.6%, Social Studies: 47.8%. Based on the 2010 MME results, the students' proficiency levels are as follows: Reading: 20.6%, Writing: 6.3%, ELA: N/A, Math: 4.1%, Science: 11.9%, Social Studies 31.0%

As a result of the data, it is concluded that the following is needed to increase student achievement in the targeted areas of reading and math:

Students: Based on low proficiency results in reading and math, academic programs and support which include tutoring, test preparation, reading and writing enrichment, math literacy, technology within the classroom to support instruction, and a functioning media center are necessary to increase proficiency.

Teachers: Continuous and relevant professional development is needed to increase student literacy and numeracy proficiency based on the data and ample instructional resources including access to technology.

Attendance: Data indicates that there is a need for interventions that can help increase positive attendance and decrease suspension rate. Interventions include: In- school detention center, conflict resolution programs, and intervention programs.

Safety/Health: Adequate personnel to ensure proper procedures for student, staff, and visitor safety on campus, and health center with adequate resources.

Consider how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

School Data			Student Connection/School Climate	
Which intervention was selected?			Number of disciplinary incidents:	
Number of minutes in the school year?			Number of students involved in a disciplinary incident:	
Student Data	Percentage Rate		Number of truant students:	
Dropout rate:	18.3		Teacher Data	
Student attendance rate:	75		Distribution of teachers by performance level on LEA's:	
Advanced Coursework	Number	Percent		
Advanced placement:				
International Baccalaureate:				
Early College/College Credit:				
Dual Enrollment:	0	0		
Number and percentage enrolled in college from most recent graduating class:				

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 11	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	2.47	10.71	4.22	20.66	23.15	20.54	3.36	8.77	8.77	21.27
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	3.35	9.21	2.15	19.78	20.71	19.38	2.76	7.14	9.35	16.56
Hispanic										
White										
Students with Disabilities										
Limited English Proficient										
Migrant Student										
Male	4.49	10.52	4.87	24.17	12.3	25	2.22	1.33	13.09	6.25
Female	2.17	9.09	3.57	16.12	25.92	17.24	3.22	11.2	6.74	24.07
School Aggregate	3.31	9.61	4.12	20.1	20.8	20.58	2.73	7.5	9.82	17.44
State Aggregate Scores		49.4	50	61.99	59.9	65	42	43.4	51.99	52.1

Sub Group Non-Academic Data Analysis

All Students	# Students			# Students with Absences						# Students with Suspensions					
	07-08	08-09	09-10	2007-08		2008-09		2009-10		2007-08		2008-09		2009-10	
				>10	<10	>10	<10	>10	<10	In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged	683	679	604	669	14	622	55	546	58						
American Indian/Alaskan Native	8	8	5	8		7	1	5							
Asian/Pacific Islander	1	4	3	1		4		3							
Black/African American	1103	1104	844	106	38	986	106	750	94						
Hispanic	2	2	2	2		2		2							
White	7	6	8	6	1	6		8							
Students with Disabilities	248	273	263	241	7	252	19	231	32						
Limited English Proficient	6	7	3	6		5	2	3							
Migrant Student															
Male	552	601	442	532	20	534	57	380	62						
Female	569	523	420	549	19	471	50	388	32						
School Aggregate	1121	1124	862	108	39	100	107	768	94						

All Students	# Students			# of Retention in the Grade			# of Dropouts		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Economically Disadvantaged	683	679	604						
American Indian/Alaskan Native	8	8	5						
Asian/Pacific Islander	1	4	3						
Black/African American	1103	1104	844						
Hispanic	2	2	2						
White	7	6	8						
Students with Disabilities	248	273	263						
Limited English Proficient	6	7	3						
Migrant Student									
Male	552	601	442						
Female	569	523	420						
School Aggregate	1121	1124	862						

Enrollment and Graduation Data, All Students 2009-10

Grade	# of Students	# of Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS Graduation	# of Retentions	# of Dropouts	# Promoted to Next Grade
09	36						
09	36						
10	464						
10	464						
11	297						

Number of Students Enrolled in Extended Learning Opportunities in 2009-10

Grade	# of Student in Building	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Crs	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	# of Students who have approved/reviewd EDP on File
09	36					
09	36					
10	464					
10	464					
11	297					

MME Performance Three Years

Percent of Students meeting State Proficiency Standards

Grade	Mathematics			Reading			Writing			ELA		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
11	3.31	9.61	4.12	20.10	20.80	20.58	2.73	7.50	6.25	9.82	17.44	0.00

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input checked="" type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools.) A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

- a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

The staff of CCPSTL is steadfast in our proposed efforts to effect change by initiating the turnaround initiative. During monthly meetings (grade level, content area, and school improvement), the staff shared and collaborated on providing a quality curriculum and instruction based on analysis and interpretation of assessment results. As a result of these meetings, it is determined that the goal and commitment of the staff and administration is to adapt and modify practices, and address a wide range of abilities and needs of all students.

The instructional staff and administration are committed, focused, and dedicated to work on one accord to promote immediate and positive change in the school by:

- Signing an agreement with the district to modify Detroit Federation of Teachers (DFT) contractual stipulations
- Attending mandatory professional development
 - Data Driven Instruction
 - Reading Apprenticeship
 - Write Source Program
 - Bridges to Literature
 - Pearson New AMP Math Systems
 - Use of Technology in the Classroom
 - Gradual Release Model
 - Inquiry Based Instruction
 - Best Practices for Co-Teaching
 - Best Practices for Full Inclusion
 - Differentiated Instruction
 - Implementing Standards-Based Instruction
 - Close and Critical Reading
 - Secondary Literacy Leaders
 - Use of common grading system
 - Uniform Seminar Curriculum
- Establishing school policies and procedures
- Developing a uniform lesson plan format
- Developing a uniform grading system

- Developing a uniform syllabi format
- Developing a uniform rubrics for core content classes
- Developing common core assessments
- Maintaining and using school data to guide instruction
- Developing a Junior/Senior Academy
- Establishing internships for the Senior Academy
- Establishing a Parent Academy
- Establishing a College Café (Student Center)
- Obtain the services of a media specialist, school coach, data coach, dean of students, compact/college coordinator and parent liaison

b. Explain the district and school's ability to support systemic change required by the model selected.

Cody College Preparatory School of Teaching and Learning (CCPSTL) is a turnaround high school that has partnered with a state approved external provider, Institute of Student Achievement (ISA). This model works concurrently to support systemic change by a transparent transition of the existing school (which becomes the Senior Academy). The instructional and administrative staff will implement instructional practices that are proven to increase student achievement.

Instructional practices such as gradual release and differentiated instruction have been proven to be effective strategies for positive student achievement. According to researcher, R. Routman (2003), optimal learning is achieved when teachers use gradual release of responsibilities in the classroom. This practice allows students to receive full support from the instructor and gradually reduced until students master a skill independently. In addition, studies have shown that student achievement is increased when differentiated instruction is implemented in educational settings. According to Smutney (2003), differentiated instruction helps to prevent underachievement among students with deficits by giving them more choices in the way they process information and in the kinds of activities and materials they use to show what they understand, and takes the instruction one step further.

To ensure and improve effective learning and instructional practices within the classroom, all instructional staff are certified and placed in their respective areas of certification. Each certified staff member is evaluated by administration yearly. Academic expectations for students are set, and clearly communicated to staff, students and parents annually using multiple forms of communication. This effort will demonstrate a committed and cohesive school environment that promotes college readiness and academic success for all students.

During grade level meetings, the staff shared and collaborated on how to provide a quality curriculum and instruction based on analysis and interpretation of assessment results. It is also determined that it is necessary for staff and administration to learn how to use data and research to guide effective instruction for all students. Moreover, it is established that the

instructional staff becomes apprised on how to better serve students through relevant and continuous professional development.

In order to attain student achievement, the staff is in the process of implementing systemic changes and procedures for all students by using the following:

- Developing a uniform syllabi format
- Developing a uniform rubrics for core content classes
- Developing common core assessments
- Developing a uniform lesson plan format
- Developing a uniform grading system
- Maintaining and using school data to guide instruction

4. School Improvement Intervention Plan—5 page limit

Describe in narrative form the building plan for implementing the intervention model selected.

The Cody College Preparatory School of Teaching and Learning (CCPSTL) will utilize the Institute of Student Achievement (ISA) as a turnaround initiative. The instructional staff and administration will adopt the reform model to address selected aspects of school operations, using seven ISA principles as its framework. CCPSTL will collaborate with ISA and the school district to design and implement a personalized program that will increase the graduation rate and produce college ready students. The overall school planning, launching, and development process is a shared decision making endeavor by the experienced school practitioners with instructional and leadership experience.

According to a six year longitudinal study by AED (Academy for Educational Development), their researchers studied two cohorts of ninth-graders in ISA schools and examined their progress alongside that of a carefully matched group of students in non-ISA schools. AED's final report finds that ISA had a "large and positive effect on student achievement outcomes," including grade promotion, credit accumulation, lower dropout rates and higher graduation rates - even for students who start ninth grade well below grade level. ISA students were 49% less likely to drop out of high school than comparison students, and the graduation rate across the ISA network (79%) substantially exceeded that of comparison students (63%).

As a result of the research, the district and CCPSTL found a positive correlation between instructional practices and student achievement. A major component of this initiative is to increase academic achievement, and graduation rate, while developing college-ready students. A clear, explicit set of non-negotiable principles defines the ISA Transformation/ Turnaround Model. Using the seven principles of ISA as a framework, CCPSTL will

develop a customized plan to incorporate the principles in the school's organizational, instructional, counseling, and parental involvement components. The ISA principles are as follows:

1. **College Preparatory Instructional Program:** CCPSTL will provide a rigorous instructional experience to ensure that all students acquire the knowledge and skills necessary to be college ready. To ensure the success of this goal the following strategies will be implemented:
 - The instructional staff and administration will strategically plan and monitor instruction to ensure successful completion of college preparatory curriculum by implementing common preparation planning time, common core subject assessments, monthly meetings to address students' academic needs and instructional modifications if needed.
 - The instructional staff and administration will prepare students for the academic challenges of college coursework by providing a rigorous curriculum and instructional support. This will embody and afford the demonstration of a high level of understanding preparing students for access to and success in college.
 - The instructional staff and administration will develop a technology plan to effectively integrate and implement educational technology by using computers, mobile/hand held devices, calculators, interactive white boards, multi-media tools, in alignment with curricular goals and offer students the opportunity to use these tools in their learning as we meet their diverse needs.
 - The instructional staff and administration will support all students in the Dual Enrollment Program in partnership with Wayne County Community College District, by providing appropriate social, emotional, and community-oriented services as they transition to college. Students that do not participate in the Dual Enrollment Program are supported in an inclusive classroom setting with assistance of both general and special needs instructors.
 - The instructional staff and administration will develop and utilize a weekly uniform lesson plan format and grading system.
 - The instructional staff and administration will establish internship programs for students in the Senior Academy. This will afford students the opportunity to gain knowledge and experience in the workplace.
2. **Distributed Counseling:** CCPSTL will build a safety net of support services for all students using ISA's unique model of Distributed Counseling which ensures that all stakeholders have a role in making it a caring community. All the adults in the school will be responsible for knowing students well and providing a caring, safe and supportive environment for them. Students also take a proactive role in activities such as peer mediation and conflict resolution.

- All instructional staff will serve as an “advisor” to a select group of students in seminar classes. The goal of seminar is to mentor students by providing the necessary support for the process of preparing them for college.
 - The staff will monitor students’ daily academic progress, behavior, and attendance to ensure academic success, accuracy and accountability.
 - The staff will provide relevant support for emotional health of students including social workers and psychologists, in addition to mentoring programs that will provide alternatives and extracurricular activities as outlets for at-risk youth.
 - The advisor will provide continuous support for their advisee through the “College Café (Student Center) where students can receive tutoring, resources, use of the latest technology, and college readiness support. Under the supervision of a College Café Coordinator (Media Specialist), students will complete assignments, applications, and research, in a safe and secure nurturing environment.
3. **Dedicated Team of Teachers and Counselors:** The staff and administration of CCPSTL will establish a Professional Learning Community (PLC). The PLC personalizes the school environment, creates strong, long-term connections between students, teachers and counselor. This ensures that the support network is engaged, knowledgeable, and promotes strong relationships within the school community.
- The CCPSTL instructional and administrative staff will provide professional development to target strategies that support sustainable conflict resolution and efficacy geared towards promoting a school culture and climate for a positive learning environment.
4. **Continuous Professional Development:** CCPSTL will establish a professional community that will provide teachers and administrators with continuous professional development opportunities on topics that include effective classroom management strategies, implementation of inquiry-based projects and the use of technology to increase student achievement.
- The instructional staff and administration will increase staff pedagogical prowess through on-going professional development opportunities that corroborate best-practices shown to enhance student achievement. The staff will attend and/or conduct mandatory professional development which includes:
 - Data Driven Instruction
 - Reading Apprenticeship
 - Write Source Program
 - Bridges to Literature
 - Pearson New AMP Math Systems
 - Use of Technology in the Classroom
 - Gradual Release Model
 - Inquiry Based Instruction

- Differentiated Instruction
 - Best Practices for Co-Teaching
 - Best Practices for Full Inclusion
 - Implementing Standards-Based Instruction
 - Close and Critical Reading
 - Secondary Literacy Leaders
 - Use of common grading system
 - Uniform Seminar Curriculum
- Data will be collected, analyzed and interpreted to internal and external providers to give clear feedback on student achievement.
 - Classroom instruction will be adjusted and modified to meet the students' academic level of performance by disaggregating data and implementing instructional programs and practices that will enhance student achievement.
 - School improvement team will seek the assistance of the appointed school improvement liaison for guidance and instruction to address the specific needs of students and staff.
 - The school improvement team will conduct continuous evaluations of staff, students, and parents to promote a positive school environment and ensure productive partnership among all stakeholders.

5. Extended School Day and School Year: CCPSTL will provide additional options for academic success by extending personalized and challenging learning opportunities. An extended day/extended year program will enable staff to provide students with structured time, individual attention and other supports necessary for their success with the school's challenging, college preparatory curriculum.

- Extended school day and credit recovery opportunities throughout the school year, in addition to summer enrichment programs, will provide meaningful tutorial services that support students in the core content areas needed.
- The Second Chance Credit Recovery program, which is an alternative education program, targets at-risk and non-traditional students (teen parents, returning, drop-out, behaviorally challenged, etc.). This program is implemented to give students an opportunity to graduate and build skills necessary for college and/or the world of work.

6. Parent Involvement: CCPSTL will increase opportunities for parents to participate in their child's education. The staff of CCPSTL will keep parents informed of student progress, performance, and attendance to provide strong support.

- The instructional and administrative staff will promote parental involvement by providing a series of activities and workshops to increase parental presence in the building and to involve them in their child's educational success. This will include

parent workshops that will focus on effective parenting strategies, financial aid awareness, college planning, and student progress.

- The instructional and administrative staff will provide timely feedback of student progress by issuing progress reports, report cards, assessments results, holding parent meetings and parent-teacher conferences.
- The instructional and administrative staff will utilize a resident attendance officer to follow through with community visits to ensure that parents are aware of truancy and absenteeism.

7. Continuous Organizational Improvement: CCPSTL through its PLC will use the cycle of continuous improvement to refine all programs and their components.

Cody College Preparatory School of Teaching and Learning instructional and administrative staff will continue to monitor and assess the following operations and instructional programs and practices for its effectiveness:

- Uniform lesson plan format
- Uniform grading system
- Uniform syllabi format
- School data to guide instruction
- Senior Academy
- Internships for the Senior Academy
- Discipline procedures
- In-school detention and suspension program
- Qualitative and quantitative assessment review
- Professional development
- Inclusive practices
- Instructional programs (Pearson AMP Math Systems, Reading Apprenticeship, Bridges to Literature, and Write Source)

5. External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

Based on the results gathered by Detroit Public Schools, an assigned external partner provider was selected from the MDE approved external provider list.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

Cody College Preparatory School of Teaching and Learning (CCPSTL) has partnerships with many community organizations in order to provide the necessary wrap-around services to assist students in becoming academically successful and socially productive. The following human and community resources will be aligned and implemented with the intervention selected:

- **Gear Up (Eastern Michigan University):** GEAR UP/College Day is a federal, state and university-funded program which emphasizes early college readiness for students at (CCPSTL). GEAR UP provides the students with:
 - Weekly workshops in schools
 - Campus tours to colleges and universities
 - Field trips to museums and cultural events
 - Scholarship eligibility
 - Parental involvement with students in the GEAR UP Program
- **United Way:** United Way's high performing schools effort is a movement. Its mission is to transform failing schools into high performing schools that graduate more than 80 percent of students. United Way's Venture Fund was created in 2005 to bring together partners to fund this work.

The United Way Turnaround Framework has three primary elements:

- Change Conditions - School leaders must have the authority to make decisions in the best interests of the students. Changing conditions also means being accountable for increased achievement rates.
- Build Capacity - Schools must partner with educational intermediaries experienced in turning schools around and closing the achievement gap.
- Cluster for Support- This work must be done in clusters, or networks, of highly competitive and collaborative schools.
- **Attendance Agent(s):** School attendance agents conduct regular home visits of identified truant and "at-risk" students to aid in assisting these students to get on-track for academic success and graduation. In addition, the attendance agents make referrals to other support agencies when a need is identified.
- **Family/Community Resource Centers:** The District has opened 7 resources centers (one located on the Cody Complex) across the district in order to support more effective outreach to parents. Through the centers, parents are offered access to academic and wrap-around resources and support services.
- **Wayne RESA:** Wayne RESA is a regional educational service agency that provides a broad spectrum of services and support to CCPSTL. Services include curriculum consulting and staff development.
- **Ernst and Young Accounting College Map Program:** Helps students of CCPSTL prepare for college entrance by:
 - Assisting with financial aid process
 - Assisting with college application process
 - Assisting with college entrance examinations

- **SES Programs:** Provides supplemental educational tutorial services for CCPSTL students in the areas of ELA and mathematics.
- **Big Brother Big Sisters Program:** Partners with CCPSTL to foster students' social skills as well as improves sportsmanship and character development by assigning CCPSTL students to mentor middle school students. The program has a designed curriculum to focus on health, fitness, college prep and sportsmanship.
- **Cody Rouge Association:** Works to beautify the Cody Complex such as: cleaning greenhouse, cleaning the school, painting school walls, installing park benches, and discarding debris.
- **Don Bosco Hall:** Partners with CCPSTL to empower students and families to reach their fullest potential through targeted supportive services, programs and youth development activities.

Youth Activities/Services and Programs offered:

- Art Classes
- Career Planning
- Conflict Resolution
- Counseling
- Dance Classes
- Emergency Assistance
- GED Prep/College Prep
- Homework Support/Tutoring
- Leadership Development
- Martial Arts
- Music Classes
- Photography
- Recreational Programs
- Substance Abuse Prevention
- Youth Sport Leagues
- **ISA Coach:** As an external provider, CCPSTL partners with ISA using a research-based educational framework that has been proven to greatly improve student achievement. Our students will benefit from a dedicated team of teachers and counselors that provide them with academic, emotional and social support. Faculty and administrators benefit from on-going coaching and professional development provided by the ISA school coach.

In addition to the above human and community resources, the following resources will also be implemented and aligned to the intervention selected:

- Data coach
- Compact/college Coordinator
- Media Specialist
- Dean of Students
- Counselors

- Social Worker (s)
- Parent liaison

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

The District has negotiated the “Priority Schools” agreement with the various collective bargaining units to allow for the following:

- Opportunity for PLAs to recruit, selects, retain, and release staff without adherence to seniority rules. Staff selection criteria will be based on research relative to “turnaround” teachers and leaders.
- Shared Decision-Making to allow PLAs operational flexibility to make decisions about work rules and operations that best meet the needs of their school population.
- Provide Extended School Year and Extended School Day for student academic achievement.
- Mandatory prescribed professional development aligned to the academic program and reform option.
- The District has negotiated with the Detroit Federation of Teachers the development of the Peer Assistance Program. This will enable the District to provide targeted support for new and struggling teachers and ensure these individuals are held accountable for student achievement.
- The District has negotiated with the Detroit Federation of Teachers the school-based performance bonus system. This will enable all staff of participating schools to receive performance bonuses for supporting the school in meeting or exceeding performance expectations.
- Maximize current and future General and Title funding, grant funds, and support from the philanthropic and business communities, and universities.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

Cody College Prep will implement the following strategies for the 2010-2011 school year:

Time Period	Action Steps
Completed	Signed an agreement with the district to modify contractual stipulations
On-Going	Inquiry Based Instruction- ISA Professional Development

On-Going	Wayne RESA Content Coaching in ELA and Mathematics Classrooms
February 2011	Develop Junior Academy
March 2011	Gradual Release Model- Professional Development
April 2011	Best Practices in Co-teaching and Full Inclusion Professional Development
May 2011	Secondary Literacy Leaders Professional Development Close and Critical Reading Professional Development Implementing Standards Based Mathematics Lessons Professional Development
June 2011 (Pre-Implementation)	Review state assessment results
April – June 2011 (Pre-Implementation)	Develop a common grading system Establish a uniform seminar curriculum
April – June 2011 (Pre-Implementation)	Develop a uniform lesson plan format Develop a uniform grading system Develop a uniform syllabi format Develop a uniform rubrics for core content classes Develop common core assessments
June - 2011 (Pre-Implementation)	Maintain and use school data to guide instruction
April – June 2011 (Pre-Implementation)	Develop a Senior Academy Establish a College Café (Student Center) Establish internships for the Senior Academy
April 2011 (Pre-Implementation)	Black College Tours
April – June 2011 (Pre-Implementation)	Establish a Parent Academy
April – September 2011 (Pre-Implementation)	Obtain services of media specialist, school coach, data coach, compact/college coordinator, and parent liaison

Implementation)	
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Cody College Prep will implement the following strategies for the 2011-2012 school year:

Time Period	Action Steps
On-Going	Review data
On-Going	Maintain and use school data to guide instruction
August 2011	Instructional/reading Program Professional Development
August 2011	Senior Academy/Student Orientation
August 2011	Teacher/ Counselor in-service (Sr. Academy preparation)
August 2011	Professional Development-Pearson AMP Math System
September 2011	Implement Reading Program
September 2011	Implement Senior Academy
September 2011	Implement internships
September 2011	Implement College Café
September 2011	Implement uniform lesson plan format Implement uniform grading system Implement uniform syllabi format Implement uniform rubrics for core content classes Implement common pre-assessment
September 2011	Review common pre-assessment results
October 2011	Implement Parent Academy
October 2011	Open House
October 2011	Career Day Symposium
October 2011	Michigan College Tour
November 2011	Parent/Student Financial Aid Night
November 2011	Professional Development-Revisit/Evaluate Co-Teaching Strategies
December 2011	Professional Development- Analyze instructional strategies based on data
January 2012	Data Review
January 2012	College Fair/On-site admissions
January 2012	Implement common mid-year assessment
February 2012	Parent/Student Financial Aid Night
March 2012	Career Day Symposium
April 2012	Black College Tour
May 2012	Implement post assessment
May 2012	Senior Transition Orientation
June 2012	Professional Development-Evaluate Senior Academy
June 2012	Graduation/Transition of Cody College Preparatory School of Teaching and Learning

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13*	Goal for 2013-14*
Reading	20%	81%	90%	100%
Mathematics	3%	78%	89%	100%

*Indicates phased out years.

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

A meeting was held with community leaders, parents, teachers, union representatives, and business leaders and the District's plan was presented to them and they were allowed to comment and give input on how to make the application and turnaround plan stronger. The community was also engaged during the development of the Academic Plan and Master Facilities Plan, both of which were essential parts of the School Improvement application. The Detroit Board of Education passed a resolution approving the School Improvement Grant.

As a result of the districts community and parent meetings, CCPSTL held a parent meeting to address the change and concerns regarding the implementation of the turnaround model. Parents that are actively involved in the school improvement team and local school and community organization (LSCO) have been instrumental in the collaborative efforts consistently set by the school to achieve school success.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

In order to sustain the reforms after the funding period ends, the district and CCPSTL will:

- Retain 50% of the current staff members within the school building. Teachers selected for this reform model must possess a valid Michigan teaching certificate

(or applicable license) with an endorsement in the content area and/or specialty skill for their assignment, and meet the Highly Qualified requirements of No Child Left Behind and Individuals with Disabilities Education Acts.

- Build staff capacity by creating a leadership team to take on full ownership of school reform efforts and continue “the work” with existing and new staff once partners are no longer engaged and the funding cycle ends.
- Scaffold the level of support schools receive and monitor progress to ensure schools continue progress.
- Maximize general and Title funding sources as well as support from the philanthropic and business communities and Universities and seek additional grants to support the school initiatives.

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

Attachment A – Transformation

Attachment B – Turnaround - See Attachment

Attachment C – Restart

Attachment D - Closure

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Example:

Year 1 Pre- Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
\$2,000,000	\$2,000,000	\$2,000,000*	\$2,000,000*	\$6,000,000

***Transition/Phase-Out of Cody College Preparatory**

Section D.

Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Turnaround Model
Number of minutes in the school year	64,800
Student Data	
Dropout rate	Unknown
Student attendance rate	Unknown
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	0
International Baccalaureate	0
Early college/college credit	0
Dual enrollment	30
Number and percentage enrolled in college from	Unknown

most recent graduating class	
Student Connection/School Climate	
Number of disciplinary incidents	103
Number of students involved in disciplinary incidents	78
Number of truant students	18
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	Unknown
Teacher Attendance Rate	Unknown

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

Attachment B—Turnaround Model

The following items are required elements of the turnaround model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal

Charlene Mallory, principal, was assigned to Cody College Preparatory in August 2010.

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.

The District has developed a new evaluation process for teachers and school leaders that is based on the following:

1. A set of professional standards that define effective teaching and leadership
2. Student achievement outcomes
3. Continuous improvement and accountability

These evaluation processes reflect the interdependence of evaluation, professional development, and accountability, and are grounded in the belief that the assessment of teachers and instructional leaders must be based on a set of clearly defined performance standards that are connected to student performance outcomes. Professional development and support must be directly linked to performance standards; and teachers and leaders must be held accountable for meeting these expectations.

Detroit Public Schools has adopted a set of principles, suggested by The New Teacher Project (TNT), in the creation of our new Teacher Evaluation and Professional Development system. They are:

- All children can master academically rigorous material, regardless of their socioeconomic status.
- A teacher's primary professional responsibility is to ensure that students learn.
- Teachers contribute to student learning in ways that can largely be observed and measured.
- Evaluation results should form the foundation of teacher development.
- Evaluations should play a major role in important employment decisions.
- No evaluation system can be perfect – in teaching or any other profession.

3. Screen all existing staff and rehire no more than 50 per cent.

In collaboration with the Detroit Federation of Teachers, the District negotiated new contractual language under "Priority Schools" PLAs that allows for flexibility regarding seniority rules and enables Priority Schools to hire and retain those individuals who will best meet the needs of the Priority School's student population. Under the Priority Schools agreement, the following is in place relative to staffing:

- 1). The administration in collaboration with DFT convened to develop Priority School I interview questions reflective of the new evaluation tool, core competencies of

turnaround teachers, and expectations/requirements of a Priority School, approve the criteria for recruitment, selection, and retention of staff at a Priority School.

- 2) A staff selection committee was identified for each Priority School. Each Priority school's staff selection committee is made up of the following participants:
 - a) School Principal
 - b) Designee of the Academic and Accountability Auditor
 - c) Designee of the DFT Executive Board
 - d) School building's DFT building chairperson

The selection committee is responsible for interviewing and selecting staff at Priority Schools. Staffing is on an application basis. All interested staff must apply to become a member of a Priority School. Only 50% of the current staff members may return to the building. Teachers selected for the Priority Schools must possess a valid Michigan teaching certificate (or applicable license) with an endorsement in the content area and/or specialty skill for their assignment, and meet the Highly Qualified requirements of No Child Left Behind and Individuals with Disabilities Education Acts. In the event a Priority School is unable to fill positions from the active teacher applicant pool, the principal may choose from the District's lay-off list or select an external candidate. Upon selection to serve in a Priority School, a member will be required to complete prescribed professional development specifically designed to meet the needs of the Priority Schools that will lead to a Certificate of Qualification.

4. Select new staff.

In the event a Priority School is unable to fill positions from the active teacher applicant pool, the principal may choose from the District's lay-off list or select an external candidate. Upon selection to serve in a Priority School, a member will be required to complete prescribed professional development specifically designed to meet the needs of the Priority Schools that will lead to a Certificate of Qualification.

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

Shared Decision Making

Cody College Preparatory School of Teaching and Learning will implement the negotiated contract of the District in collaboration with the Detroit Federation of Teachers shared decision-making to provide schools the level of autonomy and operational flexibility they require to improve student achievement.

In order to advance instructional reform and operate in a shared decision-making model, a Joint Labor-Management Shared Decision-Making Committee will be created to establish core elements and support implementation of the shared decision-making process.

CCPSTL will implement the aforementioned strategies by doing the following:

- Create the school's leadership team/organizational structure and leadership team size
- Establish term of membership
- Establish required elements of the school's shared decision-making plan

- Implement required shared decision-making training for the school's leadership team
- Discuss educational matters subject to shared decision-making
- Review process for opting into the shared decision-making (**Under the District's Priority Schools Agreement with DFT, all members of Priority Schools are required to participate in shared decision-making.*)

School leadership teams must develop consensual decision-making, group problem-solving, and conflict resolution skills. In addition, they must cultivate a deep understanding of the core elements of whole school reform in order to effectively engage in the shared decision-making process. Clearly, successful realization of the shared decision-making process requires ongoing training and support for school leadership teams.

To aid in the implementation and assure the model is meeting the needs and direction of school reform, the District will begin "roll out" of the shared decision making process with a pilot group of schools. Included in the pilot group will be the Priority Schools. Training of the pilot schools will begin the second semester (January 2011). It is expected that the pilot school leadership teams will be prepared to begin implementation of the shared decision-making components/process September 2011.

Cody College Preparatory is identified as a Priority School in the amended DFT Collective Bargaining Agreement and is provided the additional flexibility required in order to fully implement the components of the Turnaround model.

Provisions under the Priority School Agreement (Flexible Work Conditions)

Per the agreement between the District and Priority School staff, members of Priority Schools agree to the following:

- Extended school day and year
- Participation in the Shared Decision-Making process
- Hiring based on selective application process
- Retention of staff based upon performance, not seniority
- Participation in mandatory prescriptive professional development

6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff.

Professional Development in the Detroit Public School District is designed as an on-going part of the daily life of the school. Professional Development activities are designed to be directly related to the educational goals indicated in the District's Academic Plan and provide ongoing and systematic assessment and improvement of teaching and learning. All opportunities are focused around:

- Implementation of standards,
- Effective teaching and learning, and
- Improvement of instructional leadership.

In addition to the professional development program described below, members of

Priority Schools will also participate in “school specific” professional training developed by the Office of Priority Schools and based on Comprehensive Needs Assessment (CNA) of Cody College Preparatory. The foundation of this professional support/development will be developed in collaboration with the school and ISA based on the results of the following:

- School’s Quality School Review/Instructional Audit
- Staff’s self-identified need survey
- Quantitative data

Note that, per the Collective Bargaining Agreement under Priority Schools, all professional development for Priority School staff members is mandatory.

According to Cody College Preparatory 2010-11 School Improvement Plan, the goals, objectives, and strategies related to the activities selected for professional development are as follows:

1. Increase students’ reading.
2. Improve students’ writing skills.
3. Increase students’ analysis and logical reasoning skills.
4. Increase students’ problem solving and inquiry skills.

Close and Critical Reading: Participants will learn how to effectively prepare students to read and understand complex texts.

Implementing Standards-Based Mathematics Lessons: Participants will examine issues related to planning powerful mathematics lessons as well as creating modified assignments.

Best Practices in Co-Teaching and Full Inclusion: To in-service teachers in the best practices for implementing inclusion and co-teaching. Professional development will be targeting strategies for adapting materials to the special needs of students, co-teaching models, alternative assessments and effective inclusion strategies which will be offered to all teachers.

Secondary Literacy Leaders: The intended audience for this course is English Language Arts Teachers Grades 11-12 and school administrators

7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)

The District is currently working to create the Office of Priority Schools. The Office of Priority Schools will include the following staff:

(1)***Assistant Superintendent for Priority Schools-*** This individual is responsible

for the coordination of all Priority School support (external support, such as WRESA Coach support SEA support, partner providers and others) and the monitoring, evaluating, and support schools require to fully implement the selected reform model. In addition, the Assistant Superintendent will also be responsible for monitoring the effectiveness of the level and type of support providing by external support agents.

(7) Priority School Coaches-Priority School Coaches are responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model. Coaches are also responsible to collecting data and evidence that will be shared with the Assistant Superintendent for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school. The data collected will also be utilized as an element of the teacher/principal evaluation process.

Each coach will be assigned no more than 7 schools to support. Coaches will be required to provide on-site school support 4-days per week. The fifth day will be required professional development day and follow-up for coaches.

Priority School Budget Implementation/Compliance Officer- The Budget Officer will be responsible for monitoring the use of each Priority School's budget to ensure the budget is being utilized for the intended purpose and that each school is maintaining appropriate tracking and record keeping relative to use of budget.

In addition, the Budget Officer will be the liaison between each Priority School and all central level "budget related" departments to ensure District processes and procedures are expedited, so that school needs are met in a timely manner.

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.

Cody College Preparatory used the 2009 and 2010 MME results to identify instructional programs that are researched-based that meet state academic standards. The students' proficiency levels are as follows:

2009 MME Proficiency Results

Reading	Writing	ELA	Math:	Science	Social Studies
20.8%	7.5%	17.4%	9.6%	10.6%	47.8%

2010 MME Proficiency Results

Reading	Writing	ELA:	Math	Science	Social Studies
20.6%	6.3%	N/A	4.1%	11.9%	31.0%

Cody College Preparatory School of Teaching and Learning believes that strategic intervention is needed to impact literacy achievement. The following interventions will be implemented:

- Leveled Libraries – available both online and in print build the world of literature for the students. Bringing books with lesson plans provides a robust literature supplement full of rich content to impact student literacy.
- Bridges to Literature – this program provides the resources necessary to meet the needs of students who read more than two years below grade level. These students are not able to access on-grade level material, and thus cannot make significant progress because the traditional materials used do not match their instructional reading level. Bridges to Literature is designed specifically for these students. With research-based instructional design and gradually increased selection difficulty, the scaffolding necessary to remediate and accelerate these students' reading proficiency as measured by tests administered by the state or the school district as well as by pre and post tests embedded within the Bridges to Literature program.
- Reading Apprenticeship- an instructional approach that intends to help high school students develop skills and knowledge to improve their engagement, fluency, and comprehension of content area materials and texts.
- Pearson AMP Math System- designed to help students receive a solid foundation in core knowledge of math. Program is researched-based, fully aligned math intervention program for high school students who are struggling to connect and apply fundamental math concepts.
- Write Source Program – enhance writing and literacy skills. The Write Source program presents writing as a process; teaches the 6-traits of writing; provides students with frequent opportunities to write; fosters students' ability to assess and revise their own writing, builds grammar, punctuation, and usage skills; and develops students' overall literacy skills, including those of struggling learners and non-native English speakers. Since Write Source teaches writing as a process and breaks writing into the five recursive stages of writing – prewriting, drafting, revising, editing or proofreading, and publishing, students are able to understand and gain control over the complex task of writing.

9.Promote continuous use of student data to inform and differentiate instruction to meet student needs.

Cody College Preparatory School of Teaching and Learning and the District's comprehensive assessment program require that both quantitative and qualitative data are regularly collected and reviewed to support differentiated instruction and meet the needs of individual students.

Cody College Preparatory School of Teaching and Learning plans to differentiate instruction by:

- Ensuring that diverse learning populations such as ELL or students with special needs are being met with resources that are aligned to best practices and standards.
- Selecting instructional content (ELA, Math, Science and Social Studies) to meet the needs of individuals or intervention groups based on assessment results such as: MME, report cards, IEP, and progress reports.
- Providing general and special needs instructors in content area classrooms.

Cody College Preparatory School of Teaching and Learning will regularly review and utilize both State and district assessment data and data collected during the Quality School Review Process and regular principal school walkthroughs.

In addition, the following data is collected:

- Core content common assessment
- Report cards
- Progress reports
- Individualized Educational Plan (IEP) goals and objectives
- Attendance
- Student code of conduct violations

10. Establish schedules and implement strategies that provide increased learning time.

Cody College Preparatory School of Teaching and Learning (CCPSTL) will implement programs designed to provide opportunities for students to retake courses in which they are unable to earn the necessary credits required for graduation and/or progression to the next level course, to improve graduation rate, and decrease drop-out rate and disengagement.

Students have an opportunity to attend one of the following programs:

1. **Extended Day:** CCPSTL provides students additional support, intervention, and acceleration in the areas of reading and math. Each day the students experience an extended 2 ½ hours of instructional time. The Extended Day program includes 1-hour for reading, 1-hour for math, 20 minutes for a nutritional snack break and 5 minutes for both class change and dismissal. To help make the extended day programming more effective, the district keeps the student teacher ratio to 15:1.
2. **Credit Recovery:** Using the turnaround initiative, CCPSTL affords students the option of participating in one or both of two eight-week credit recovery sessions. Credit recovery includes course offerings in the four core content areas. Additional support and intervention is offered to students during the Credit Recovery Program. Students, who need additional support, but not credit, are afforded an opportunity to participate in the sessions to receive needed instructional intervention.

The Credit Recovery program is designed to:

- Provide opportunities for students to retake courses in which they were unable to earn the necessary credits required for graduation and/or progression to the next level course
 - Improve graduation rate
 - Decrease drop-out rate and disengagement
3. **Summer School Learning Academy:** Using the turnaround initiative, CCPSTL provides a Summer School Learning Academy for students. This program is designed to be a seamless and structured approach to providing the necessary learning opportunities for all students. The Summer Academy represents continuity during the regular school year. The “continuity” is designed as a continuation of

learning opportunities for students to achieve high standards with a rigorous curriculum. The Academy provides additional time and intensive, quality instruction to prepare students for continued successes.

4. **Second Chance:** CCPSTL offers the opportunity for students not in attendance during the day that helps struggling students to meet graduation requirements. This program is an intervention to prevent at-risk students from dropping out of high school.

11. Provide appropriate social-emotional and community-oriented services and supports for students.

Students are identified by various sources like principals, teachers and counselors are referred to internal departments such as, but not limited to: the Office of Psychology, the Office of Social Work, the Office of Student Support Services and the Office of Special Education, to receive the necessary assistance. Assistance ranges from housing, psychological, social services and medical referrals to being fitted for eyeglasses and receiving clothing and food assistance.

- Don Bosco Hall partners with Cody College Preparatory to empower students and families to reach their fullest potential through targeted supportive services, programs and youth development activities.

Youth Activities/Services and Programs offered:

- Conflict Resolution
- Counseling
- Emergency Assistance
- Recreational Programs
- Substance Abuse Prevention

The following items are permissible elements of the turnaround model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Any of the required and permissible activities under the transformation model
2. A new school model (themed, dual language academy, etc.)

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Cody College Preparatory Upper School of Teaching and Learning

120 - Added Needs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
125 - Added Needs – Compensatory Education	Cost of Supplemental SUPPLIES (ELA) - Things Fall Apart Hardcover (\$10.88 @ 250, Cliff Notes, 250 @ 5.99), Souls of Black Folk (\$250 @ 24.99, Cliff Notes, 250 @ \$5.99), A Tale of Two Cities (250, \$11.94, Cliff Notes 250 @ 5.99), Jubilee, 100 Words Every High School Student Should Know (300 @ \$5.99) - \$16,445					\$16,445			\$16,445
125 - Added Needs – Compensatory Education	Cost of Supplemental SUPPLIES for Nutrition teaching aids such as demonstration cart tables, cutting boards, aprons, table settings, chef hats, cooking/eating utensils that are not readily available within the classroom that will serve as an appropriate classroom need that will teach students valuable life skills for independent living - \$12,333					\$12,333			\$12,333
125 - Added Needs – Compensatory Education	Cost of Supplemental SUPPLIES for Personal Living aids such as sewing machines, sewing utensils, clothing materials such as sergers, sewing machines, sewing shears, sewing machine needles, hand sewing needles/thread, tape measures, pin cushions, irons, ironing boards/pads, and multi-fabric that will that are not readily available within the classroom that will serve as an appropriate classroom need that will teach students valuable life skills for independent living - \$20,000					\$20,000			\$20,000
125 - Added Needs – Compensatory Education	Cost of Supplemental SUPPLIES – Merriam Webster Collegiate Dictionaries – 250 @ \$15.93 ea = \$3,983 and - Merriam Webster Collegiate Thesaurus – 250 @ \$16.93 each - \$4,133 = TOTAL: \$8,116					\$8,116			\$8,116
125 - Added Needs – Compensatory Education	Cost of Supplemental SUPPLIES - Tables to serve as workstations for students applying to college, completing class assignments, and/or tutoring OFM 66-Series, Terminal/Workstation, 29"H x 48"W x 48"D, Cherry, 6 tables @ \$540.90 ea = \$3,246 and Chairs will be serve as seating for teachers and staff Alvy Mesh Task Chair, 50 @ \$69.99 = \$3,500.					\$3,500			\$3,500

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Cody College Preparatory Upper School of Teaching and Learning

125 - Added Needs – Compensatory Education	Cost of Supplemental SUPPLIES - Magazine racks that will serve as storage for college literature and financial aid information needed by students and parents in preparation for college. Clear Literature Magazine Rack, 12 Pockets, 3 @ 282.99, Clear Literature Pamphlet Rack, 12 Pockets, 3 @ 189.99 = \$1,419			\$1,419		\$1,419
125 - Added Needs – Compensatory Education	Cost of Supplemental SUPPLIES - OFM 66-Series Metal Teacher's Desk, 30"H x 60"W x 29 1/2"D, Gray/Cherry, 2 Tables @ \$740.99 = \$1,482.			\$1,482		\$1,482
125 - Added Needs – Compensatory Education	Cost of Supplemental SUPPLIES - Alpha Talker, a simple communication device for non-verbal students, 2 @ \$2245 = Total \$ 4,490.			\$4,490		\$4,490
125 - Added Needs – Compensatory Education	Cost of Supplemental SUPPLIES – Student Planners and Organizers – 300 @ \$2.50 each = \$750.			\$750		\$750
125 - Added Needs – Compensatory Education	Cost of Supplemental SUPPLIES - Microsoft Office Home and Student 2010, Traditional Disc, 10 @ \$149.99 = \$1,500 and Fellowes Gel Mouse Pad with Wrist Rest, \$18.95 @25 = \$474 = TOTAL \$ 1974.			\$1,974		\$1,974
125 - Added Needs – Compensatory Education	Cost of SUPPLIES – Copier Toner - Cannon 105 Black Toner Cartridge, Item #386405, 20 @ \$213.99 – Total \$4,280.			\$4,280		\$4,280
125 - Added Needs – Compensatory Education	Cost of TECHNOLOGY – Classroom Phones - AT & T ML 17939 2-Lined Corded Speakerphone with Digital Answering System, Black, 15 @ \$89.99/Office Depot. Telephones will be used as a contact between family, teacher and office – Total \$ 1,350.			\$1,350		\$1,350
125 - Added Needs – Compensatory Education	Cost of TECHNOLOGY – Fax Machine - Brother Intellifax 2820 Laser Fax Item #238288, 6 @ \$179.99 ea. Fax machines will be used in each department to deter office traffic and fax machine cartridges (Brother DR350 Black Drum units, Item #233784, 12 @ \$116.99 each = \$1,404 – Total \$2,484.			\$2,484		\$2,484
125 - Added Needs – Compensatory Education	Cost for (1) Educational Technician to provide additional academic support to student population, i.e., technology, college awareness, etc. – Salary \$25,661 + benefits \$6,310.	1	\$25,661	\$6,310		\$31,971

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Cody College Preparatory Upper School of Teaching and Learning

125 - Added Needs – Compensatory Education	Cost of (1) FTE COMPACT TECHNICIAN - to provide additional academic support to student population – Salary \$25,661 + benefits \$6,810.	1	\$25,661	\$6,810		\$32,471
125 - Added Needs – Compensatory Education	Cost of SUPPLIES – Binders – Wilson Jones Basic Round-Ring 39% Recycled View Binder, 1" Rings, 220-Sheet Capacity, White, 300 @ \$2.99 -will be used for student portfolios – total \$897.				\$897	\$897
125 - Added Needs – Compensatory Education	Cost of SUPPLIES – Binders – Wilson Jones Basic Round-Ring 39% Recycled View Binder, 5" Rings, 10500-Sheet Capacity, Multiple colors, 50 @ \$32.99. Will be used to secure testing documents – Total \$1,650				\$1,650	\$1,650
125 - Added Needs – Compensatory Education	Cost of SUPPLIES – Pencil Sharpeners – X-Acto Heavy-Duty Electric Pencil Sharpener, Blue/Smoke, 20 @ \$51.99. Pencil sharpeners will be used in the classroom and during assessment – Total \$1,040.				\$1,040	\$1,040
125 - Added Needs – Compensatory Education	Cost of SUPPLIES – Walkie talkies – Walkie talkies will be used to assist with the safety of the school staff, students and community on and around the campus. Each @ \$ 100 each x 6 = Total \$600.				\$600	\$600
125 - Added Needs – Compensatory Education	Cost of SUPPLIES – Pencils – Ticonderoga Pencils, #2 Medium Soft Lead, Yellow Barrel, Box of 48, 500 @ \$9.49. Pencils will be utilized during assessments and during the classroom setting – Total \$4,745				\$4,745	\$4,745
125 - Added Needs – Compensatory Education	Cost of SUPPLIES – Cable Locks – Locks will be used to store computers within the classrooms and student media center. 20 @ \$31.99 each – Total \$640.				\$640	\$640
125 - Added Needs – Compensatory Education	Cost of SUPPLIES – Multipurpose Carts – Carts will be used to store and transport student, teacher and administrative materials. 10 carts @ \$130.95 each – Total \$1,310.				\$1,310	\$1,310
125 - Added Needs – Compensatory Education	Cost of SUPPLIES – Copy Paper – Copy paper that will be used for everyday prints, copies and memos for overall school use - 200 cases @ \$37.99 each – Total \$7,598.				\$7,598	\$7,598

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Cody College Preparatory Upper School of Teaching and Learning

125 - Added Needs – Compensatory Education	Cost of SUPPLIES – Storage Cabinets – Storage cabinets will be utilized for storing academic, assessment materials, school supplies and materials. 10 @ \$259.99 each – Total \$2,600.					\$2,600			\$2,600
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Sub-Total		2	\$51,322	\$13,120		\$99,703			\$164,145
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210 - Support Services – Pupil

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
211 - Support Services – Pupil – Truancy/Absenteeism Services	Cost of (1) ATTENDANCE AGENT - to work with students who are truant and have high absenteeism and actively visit homes, engage parents and work with the Prosecutor's Office with programs to support making sure certain students are in regular attendance and to increase student academic achievement in core subjects – Salary \$19,824 + benefits \$11,614.	1	\$19,824	\$11,614					\$31,438
211 - Support Services – Pupil – Truancy/Absenteeism Services	Cost of Attendance agent Mileage to travel to student homes, courts, etc. - .50 cents a mile x estimated 1,000 miles = \$500.				\$500				\$500
Sub-Total		1	\$19,824	\$11,614	\$500				\$31,938

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
212 - Support Services – Pupil – Guidance Services	Cost of (2) FTE COUNSELORS to provide services to eligible Title I students. Counselor will work with targeted students beyond traditional counseling. – Salaries \$72,000 each + benefits \$1,169 each = Salary \$144,000 and benefits - \$62,338	2	\$144,000	\$62,338					\$206,338
Sub-Total		2	\$144,000	\$62,338					\$206,338

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
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ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Cody College Preparatory Upper School of Teaching and Learning

213 - Support Services – Pupil – Health Services	Cost of (1) FTE NURSE - who provides preventive health services to eligible students to facilitate the student's optimal physical, mental, emotional and social growth and development and to help prevent serious health problems which impact student academic achievement – Salary \$32,946 + benefits \$8,101.	1	\$32,946	\$8,101					\$41,047
213 - Support Services – Pupil – Health Services	Cost of Supplies for nurse - 50 Person package with Rescue Breather CPR Faceshield 4 @ 55.22 each. This 193-piece first aid kit is ideal for contractors, fleet vehicles, worksites or small companies with up to 50 employees. It meets federal OSHA recommendations and carries 20 critical products. The plastic case, with slanted, spill-proof dividers is wall mountable yet has a handle for easy carrying - \$221 and (2) Defibtech Automatic External Defibrillator (AED) machines @ \$1,299.99 ea. - \$2,600.					\$2,600			\$2,600
	Sub-Total	1	\$32,946	\$8,101		\$2,600			\$43,647

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
216 - Support Services – Pupil – Social Work Services	Cost of (2) Social Worker to eligible identified students who have serious social and emotional problems which interfere with achievement in the school – Salary \$73,000 each + benefits \$31,169 each = Total salary \$146,000 + Total benefits \$62,338	2	\$146,000	\$62,338					\$208,338
	Sub-Total	2	\$146,000	\$62,338					\$208,338

220 - Support Services – Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	Cost of Data Instructional Specialist (teacher coaches) for staff at Title 1 school to help guide instruction in using data to drive instruction in all areas, specifically targeting reading and math curriculum to meet students' needs in order to increase academic achievements – Salary \$74,300 + HDLV \$12,497; FICA/Pension @ 27.06% = \$32,602.	1	\$74,300	\$32,602					\$106,902

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Cody College Preparatory Upper School of Teaching and Learning

221 - Improvement of Instruction	Cost of PURCHASED SERVICES - Franklin Covey Educational Solutions Personal Leadership Development & Classroom Implementation Package geared to implement the 7 Habits of Highly Effective Teens in the classroom. Program Materials interactive cd, audio series disc set, teens virtual certification and facilitator kit, 30 student classroom materials and shipping. 10 sets @ \$1,469.				\$1,469	\$1,469
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT travel for Educators Symposium on Accelerated Learning: November 17 - 19, 2011, Nashville, TN: conference registration 4 @ \$349, Travel Allowance/Conference hotel 2 double room @ \$179 per day for 5 days, food expenses for 4 (\$100/day @ 3 days), air fare \$250 (current rate) per person				\$5,200	\$5,200
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT Stipends for teachers – TOPIC: Gradual Release – 50 teachers x \$23.82/h x 6 hours = \$7,146 + Benefits –\$2,019.	300h	\$7,146	\$2,019		\$9,165
221 - Improvement of Instruction	Cost PROFESSIONAL DEVELOPMENT – refreshments/food for Professional Development workshop titled: Gradual Release for (56 people) at \$10 each = \$560.				\$560	\$560
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT Supplies and materials for (56 people) at \$35 each = \$2,000.				\$2,000	\$2,000
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT Travel to National Conference: High School Institute: Infusing the Classroom with Reasoning & Sense Making, July 28 - 30, 2011; conference registration 6 @ \$393, Travel Allowance/Conference hotel 1 rooms (male teacher) @ \$149 per day for 5 days, 2 (double/double) rooms @ \$149 (Female Math Teachers), food expenses for 6 (\$100/day @ 3 days), air fare \$300 (current rate) per person - \$8,200.				\$8,200	\$8,200
221 - Improvement of Instruction	National Conference on Differentiated Instruction, July 12 - 15, 2011; conference registration 8 @ \$539 ,Travel Allowance/Conference hotel 2 rooms @ \$199 per day for 5 days, (School Improvement Team 8 members), parking, food expenses for 8 team members (\$100/day @ 5 days @ 8 members), air fare \$497 (current rate) @ 8 members - \$14,300				\$14,300	\$14,300

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Cody College Preparatory Upper School of Teaching and Learning

221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT Supplies - Robert Marzano's, Classroom Assessment and Grading that Works books --will be used to create better assessments for classroom, track academic progress, give types of assessments and assessment techniques that encourage students to learn, report card formats that integrate useful feedback on learning with a traditional letter grade, best types of computer software for creating and managing formative assess, & 3-phase approach to changing reports				\$699	\$699
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT workshop stipends 1200h for instructional staff – (50) teachers @ \$23.82 hr x 6 hours x 4 sessions/workshops – TOPIC: School Improvement Review of Plan = Salary \$ 28,584+ Benefits \$8,075.	\$28,584	\$8,075			\$36,659
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT Refreshments for 4 workshops on School Improvement Review of Plan for (56) staff members @ \$7,500				\$7,500	\$7,500
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT supplies and materials for 4 workshops School Improvement Review of Plan for (56) staff members @ \$2,500				\$2,500	\$2,500
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT workshop stipends 1200h for instructional staff – (50) teachers @ \$23.82 hr x 6 hours x 4 sessions/workshops – TOPIC: School Improvement Review: Interpret and Analyze Data and Assessments = Salary \$ 28,584+ Benefits \$8,075.	\$28,584	\$8,075			\$36,659
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT Refreshments for 4 workshops on TOPIC: School Improvement Review: Interpret and Analyze Data and Assessments for (56) staff members @ \$7,500				\$7,500	\$7,500
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT supplies and materials for 4 workshops on TOPIC: School Improvement Review: Interpret and Analyze Data and Assessments for (56) staff members @ \$2,500				\$2,500	\$2,500
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT stipends for instructional staff – Writing Workshop to implement a writing workshop, plan mini lessons within the writing workshop, understand how to use student writing as a tool for conferences as well as use assessment results and rubrics to plan effective instruction- 50 participants @ \$23.82 hrly x 6 hours = Salary \$7,146 + Benefits \$2,019.	\$7,146	\$2,109			\$9,255

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Cody College Preparatory Upper School of Teaching and Learning

221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT refreshments for Writing Workshop - \$2,500				\$2,500	\$2,500
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT supplies and materials for Writing Workshop - \$2,000				\$2,000	\$2,000
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT Purchased Services Consultant: Houghton Mifflin Harcourt – to facilitate - TOPIC: Writing Workshop for 6 hours @ \$2,599.				\$2,599	\$2,599
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT Stipends for Instructional staff – Topic: Developing Writers through Literature that will identify elements of strong writing in authentic literature, utilize literature as mentor text for teaching the traits of writing - 50 participants @ \$23.82 hrly x 6 hours = Salary \$7,146 + Benefits \$2,019.	300h	\$7,146	\$2,019		\$9,165
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT refreshments for Topic: Developing Writers through Literature - \$2,500				\$2,500	\$2,500
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT supplies and materials for Topic: Developing Writers through Literature Workshop - \$2,000				\$2,000	\$2,000
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT Purchased Services Consultant: Houghton Mifflin Harcourt – to facilitate - TOPIC: Topic: Developing Writers through Literature Workshop for 6 hours @ \$2,599.				\$2,599	\$2,599
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT Stipends for instructional staff – TOPIC: Write Traits K - 12, understand what the 6 traits are and how to teach them, develop ways to use literature to model the traits, and assess writing using the 6 traits rubric - 50 participants @ \$23.82 hrly x 6 hours = Salary \$7,146 + Benefits \$2,019.	300h	\$7,146	\$2,019		\$9,165
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT refreshments for Topic: Write Traits K - 12, understand what the 6 traits are and how to teach them, develop ways to use literature to model the traits, and assess writing using the 6 traits rubric - \$2,500				\$2,500	\$2,500

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Cody College Preparatory Upper School of Teaching and Learning

221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT supplies and materials for Topic: Write Traits K - 12, understand what the 6 traits are and how to teach them, develop ways to use literature to model the traits, and assess writing using the 6 traits rubric - \$2,000				\$2,000	\$2,000
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT Purchased Services Consultant: Houghton Mifflin Harcourt – to facilitate - TOPIC: Write Traits K - 12, understand what the 6 traits are and how to teach them, develop ways to use literature to model the traits, and assess writing using the 6 traits rubric for 6 hours @ \$2,599.				\$2,599	\$2,599
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT Stipends for Instructional Staff – TOPIC: Gearing students on their path to college workshops: Study Habits, College Planning, College Applications, Financial Aid/Scholarships, Acceptance, Now What, College Life and Transition to College - 50 teachers @ \$23.82 (6 hours (7 Saturday student workshops) – PD for Student Development – Salary \$50,022 + benefits \$14,131.	2100h	\$50,022	\$14,131		\$64,153
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT refreshments for Topic: Gearing students on their path to college workshops: Study Habits, College Planning, College Applications, Financial Aid/Scholarships, Acceptance, Now What, College Life and Transition to College – 6 hours for 7 Saturdays - \$10,000				\$10,000	\$10,000
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT supplies and materials for Topic: Gearing students on their path to college workshops: Study Habits, College Planning, College Applications, Financial Aid/Scholarships, Acceptance, Now What, College Life and Transition to College – 6 hours for 7 Saturdays - \$10,000				\$10,000	\$10,000
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT Stipends for Instructional Staff– TOPIC: Participants will learn practical steps for creating and managing technology rich lessons as well as identify key components to differentiate instruction that will help create a technology plan to support instructional staff and fulfill academic needs of students in the area of technology - Part I - 50 participants @ \$23.82 hrly x 6 hours = Salary \$7,146 + Benefits \$2,019.	300h	\$7,146	\$2,019		\$9,165

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Cody College Preparatory Upper School of Teaching and Learning

221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT Outside Consultant – TOPIC: Development of Technology Integration Plan for 21st Century Classrooms for 6 hours x \$460 per hour = \$2,750.					\$2,750			\$2,750
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT refreshments for TOPIC: Development of Technology Integration Plan for 21st Century Classrooms for Part 1 and part 2 hours = \$2,500.					\$2,500			\$2,500
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT supplies and materials for TOPIC: Development of Technology Integration Plan for 21st Century Classrooms for Part 1 and Part 2 hours = \$2,500.						\$2,500		\$2,500
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT Stipends for Instructional Staff– TOPIC: to create a technology plan to support instructional staff and fulfill academic needs of students in the area of technology - Part 2 - 50 participants @ \$23.82 hrly x 6 hours = Salary \$7,146 + Benefits \$2,019.	300h	\$7,146	\$2,019					\$9,165
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT Outside Consultant – TOPIC: Development of Technology Integration Plan to meet support instruction in the classroom for 6 hours x \$460 per hour = \$2,750.					\$2,750			\$2,750
	Sub-Total	1/6300h	\$224,366	\$75,087	\$78,026	\$26,199			\$403,678

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
225 - Computer--Assisted Instruction	Cost of SUPPLIES – Flash Drives - Lexar Jump Drive Twist Turn USB Flash Drive, 4GB, 300 @ \$19.99. Allows students the opportunity to store class assignments, resumes and portfolios on an external drive - \$5,997.					\$5,997			\$5,997
225 - Computer--Assisted Instruction	Cos of SUPPLIES – Graphing Calculators - Texas Instruments TI-84 Plus Graphing Calculator, 100 @ \$119.99. Provides students opportunities to calculate within math classes and during assessments - \$12,000					\$12,000			\$12,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Cody College Preparatory Upper School of Teaching and Learning

225 - Computer--Assisted Instruction	Cost of TECHNOLOGY – Desk top Computers - HP Touch Smart All-In-One Desktop Computer to be used within the College Cafe/student media center for college preparation - 20 @ \$699.99 each - \$14,000.	\$14,000	\$14,000
225 - Computer--Assisted Instruction	Cost of TECHNOLOGY – Clickers - Beyond the Question Interactive Clickers, 4 sets of 50 @ \$1,995 (smartroomlearningsolutions.com) + \$200.00/shipping and handling fee - \$8,180.	\$8,180	\$8,180
225 - Computer--Assisted Instruction	Cost of TECHNOLOGY – Apple Ipods - 150 @ \$299.99; for technology and instruction within the classroom. (Volume purchase program) - \$45,000.	\$45,000	\$45,000
225 - Computer--Assisted Instruction	Cost of TECHNOLOGY – Apple Ipads - 150 @ \$499.00; for technology and instruction within the classroom. (Volume purchase program for education) - \$75,000.	\$75,000	\$75,000
225 - Computer--Assisted Instruction	Cost of TECHNOLOGY – Electric Binding Machine - Lightweight binding machine that will be used to bind materials efficiently for students, teachers, and administration. 4 @ \$359.99 each - \$1,440.	\$1,440	\$1,440
225 - Computer--Assisted Instruction	Cost of SUPPLIES – Printers - HP DeskJetD 1660 Inkjet Printer Color/ Photoprint/Desktop 20 @ \$99.99 - \$2,000.	\$2,000	\$2,000
225 - Computer--Assisted Instruction	Cost of SUPPLIES – Hole Punchers - Electric hole punch that will be used to ensure quality and uniform hole punching for students, teachers, clerical and administration. Each 6 @ \$ 98.99 each – Total \$ 594.	\$594	\$594
225 - Computer--Assisted Instruction	Cost of TECHNOLOGY – Document Cameras - Elmo Classroom Doc-Tor-Document 10 @ 1566.00 each – Total \$ 15,660.	\$15,660	\$15,660
225 - Computer--Assisted Instruction	Cost of TECHNOLOGY – Interactive projectors - Epson Brightlink Interactive Projectors and Wireless Pad / Apple I - Pad are a cost effective way so that we don't have to purchase interactive boards. The interactive software is built inside of the Brightlink Projector and we have inexpensive whiteboards to project on, which turn into an interactive board - 10 projectors @ \$2,045 each 5 wireless write boards @ \$295.00 each. = Total \$23,400.	\$23,400	\$23,400

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Cody College Preparatory Upper School of Teaching and Learning

225 - Computer-Assisted Instruction	Cost of TECHNOLOGY – Projector Screen - Large projector screens to be used in the auditorium for added visual presentation for students and parents, 4 @ \$1724 – Total \$ 6,960		\$6,960		\$6,960
225 - Computer-Assisted Instruction	Cost of TECHNOLOGY – Surge Protectors - Surge protectors will be used to protect electronic equipment. 40 each @ \$41.99 each – total \$ 1,680.		\$1,680		\$1,680
225 - Computer-Assisted Instruction	Cost of TECHNOLOGY – Computers - The New MacBook will be used in the classroom as a form of technology to teach students interactive lessons created by the teachers. 300 Each @ \$999.99 – Total \$299,998.		\$299,998		\$299,998
225 - Computer-Assisted Instruction	Cost of TECHNOLOGY – Lamination Machine and Lamination supplies – GBC Pinnacle 27 east load roll laminator @ \$2,700 and GBC Easy Load Glossy Roll Film 1.7 mil, 25 x 500, box of 2,10 @ \$69.99 - \$700 = Total \$ 3,400.		\$3,400		\$3,400
225 - Computer-Assisted Instruction	Cost of TECHNOLOGY – Copy Machine - Cannon Image Class MF7470 Monochrome Digital Laser Multifunction Copier, Item #671290, 3 @ \$2,700 = Total \$8,100		\$8,100		\$8,100
225 - Computer-Assisted Instruction	Cost of (1) FTE MEDIA SPECIALIST/COMPACT TECHNICIAN – to oversee college entrance process and facilitate the College Café/Student Media Center, \$22.51/hr 6 hours @ 190 days – Salary \$25,661 + benefits \$6,810.	1	\$25,661	\$6,810	\$32,471
225 - Computer-Assisted Instruction	Cost of TECHNOLOGY – Poster Maker - PM 3600 poster maker to allow students to make school projects for science, ELA, etc. - \$3,995 and 14555-00 24" Profinisher Laminator Paper 2 @ 1995.00 = Total \$7,985.			\$7,985	\$7,985
225 - Computer-Assisted Instruction	Scantron Machine - Cost of TECHNOLOGY – Scantron Machine – (2) Insight 4ES Dual Imaging, Pencil & Ink w/printer, scanner @ \$5735 ea. – Total \$ 11,470			\$11,470	\$11,470
225 - Computer-Assisted Instruction	Cost of TECHNOLOGY – Laptop Storage Units - Laptop storage units will be used to store Apple iPods and iPads in a secure location. 20 @ each @ \$1866.95 – Total \$37,339.			\$37,339	\$37,339

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)
For Cody College Preparatory Upper School of Teaching and Learning

	Sub-Total	1	\$25,661	\$6,810		\$568,733	\$11,470		\$612,674
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Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
227 - Academic Student Assessments	Cost of STUDENT ASSESSMENT materials - ACES /ACT Preparation Program that will prepare students for the ACT; \$50 @ 300 students – Total \$15,000					\$15,000			\$15,000
	Sub-Total					\$15,000			\$15,000

240 - Support Services – School Administration

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
241 - Office of the Principal	Cost of ACADEMIC ENGAGEMENT SPECIALIST (1) FTE - Academic Engagement Specialist to assist principal in school management during the 2011-2012 school year. This person will assist the principal in the development and implementation of a Comprehensive Student Intervention/Support Program to ensure student success – Salary \$40,466 + benefits \$17,705.	1	\$40,466	\$17,705					\$58,171
	Sub-Total	1	\$40,466	\$17,705					\$58,171

260 - Operation and Maintenance of Plant

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
261 - Operating Buildings Services	Cost of PROFESSIONAL DEVELOPMENT Community Use - Custodian – TOPIC: Gradual Release – (1) Custodian x \$19.18/hr x 6 hours = \$115 + benefits \$33	6h	\$115	\$33					\$148
261 - Operating Buildings Services	Cost of PROFESSIONAL DEVELOPMENT Community use – (1) 48h custodian @ \$19.18 hr and (1) engineer @ \$44.50 hour x 6 hours x 4 sessions/workshops - TOPIC: School Improvement Review of Plan = Salary \$1,528 + benefits - \$432		\$1,528	\$432					\$1,960

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Cody College Preparatory Upper School of Teaching and Learning

261 - Operating Buildings Services	Cost of PROFESSIONAL DEVELOPMENT Community use – (1) 48h custodian @ \$19.18 hr and (1) engineer @ \$44.50 hour x 6 hours x 4 sessions/workshops - TOPIC: School Improvement Review: Interpret and Analyze Data and Assessments = Salary \$1,528 + benefits - \$432		\$1,528	\$432	\$1,960
261 - Operating Buildings Services	Cost of PROFESSIONAL DEVELOPMENT Community Use – Writing Workshop to implement a writing workshop, plan mini lessons within the writing workshop, understand how to use student writing as a tool for conferences as well as use assessment results and rubrics to plan effective instruction - 1 custodian @ \$19.18 hrly, 1 engineer @ \$44.50 hrly each for 6 hrs = Salary \$ 382 + Benefits \$ 108.	12h	\$382	\$108	\$490
261 - Operating Buildings Services	Cost of PROFESSIONAL DEVELOPMENT Community Use – Topic: Developing Writers through Literature that will identify elements of strong writing in authentic literature, utilize literature as mentor text for teaching the traits of writing - @ \$19.18 hrly, 1 engineer @ \$44.50 hrly each for 6 hrs = Salary \$ 382 + Benefits \$ 108.	12h	\$382	\$108	\$490
261 - Operating Buildings Services	Cost of PROFESSIONAL DEVELOPMENT Community Use – TOPIC: Write Traits K - 12, understand what the 6 traits are and how to teach them, develop ways to use literature to model the traits, and assess writing using the 6 traits rubric - - @ \$19.18 hrly, 1 engineer @ \$44.50 hrly each for 6 hrs = Salary \$ 382 + Benefits \$ 108.	12h	\$382	\$108	\$490
261 - Operating Buildings Services	Cost of PROFESSIONAL DEVELOPMENT Community Use -- TOPIC: Gearing students on their path to college workshops: Study Habits, College Planning, College Applications, Financial Aid/Scholarships, Acceptance, Now What, College Life and Transition to College - 1 engineer @ \$44.50 hrly, 1 custodian @ \$19.18 hrly (6 hrs) (PD for Student Development) 7 Saturday student workshops = Salary \$2,675 + benefits \$756.	84h	\$2,675	\$756	\$3,431
261 - Operating Buildings Services	Cost of (2) FTE CUSTODIANS to provide building services @ salary of \$12,300 each + benefits of \$15,825 each = Total salary \$24,600 + total benefits \$31,650.	2	\$24,600	\$31,650	\$56,250

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Cody College Preparatory Upper School of Teaching and Learning

261 - Operating Buildings Services	Cost of SUPPLIES for Building Services – Metal Detectors and Detector accessories – Metal detectors will be used to ensure the safety of the students, staff and the community on and around the campus. 4 @ \$4999 each and 4 each of the following: Magna Dolly Kit, Battery Module, Operational Test Piece, Pocket Item Container, Stabilizer Base, Desktop Remote Control, Supper Scanner, and Garrett Super Scanner with NICAD Kit – Total \$ 24,804.					\$24,804			\$24,804
261 - Operating Buildings Services	Cost of SUPPLIES for Building Services – Commercial Vacuums – (4) Eurkea C2132B Commercial Upright Vacuum Cleaners @ \$249.00 ea. – Total \$ 996.					\$996			\$996
261 - Operating Buildings Services	Cost of PROFESSIONAL DEVELOPMENT Community Use – TOPIC: Participants will learn practical steps for creating and managing technology rich lessons as well as identify key components to differentiate instruction that will help create a technology plan to support instructional staff and fulfill academic needs of students in the area of technology - Part I – @ \$19.18 hrly, 1 engineer @ \$44.50 hrly each for 6 hrs = Salary \$ 382 + Benefits \$ 108.	12h	\$382	\$108					\$490
261 - Operating Buildings Services	Cost of PROFESSIONAL DEVELOPMENT Community Use – TOPIC: to create a technology plan to support instructional staff and fulfill academic needs of students in the area of technology - Part 2 – @ \$19.18 hrly, 1 engineer @ \$44.50 hrly each for 6 hrs = Salary \$ 382 + Benefits \$ 108.	12h	\$382	\$108					\$490
261 - Operating Buildings Services	Cost of COMMUNITY ACTIVITIES – Open House – Community Use - 1 Custodian @ \$19.18/hr. 3 hrs. + 1 Engineer @ \$44.50/hr. @ 3 hrs. – Salary \$190 + benefits \$ 54.	6h	\$190	\$54					\$244
	Sub-Total	2/252h	\$32,546	\$33,897		\$25,800			\$92,243

270 - Pupil Transportation Services

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
271 - Pupil Transportation Services	Cost of FIELD TRIP to Holocaust Museum - Writing across the curriculum: students will learn the historical relevance of the holocaust; cost will cover admission fees (\$3.00 per person), lunch, and travel; \$10.00 @ 250 people = \$2,500.				\$2,500				\$2,500

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)
For Cody College Preparatory Upper School of Teaching and Learning

271 - Pupil Transportation Services	Cost of FIELD TRIP to Charles H. Wright Museum - Writing across the curriculum: students will learn the historical relevance of the African American History; cost will cover admission fees, lunch, and travel \$10.00 @ 250 people = \$2,500.									\$2,500	\$2,500
271 - Pupil Transportation Services	Cost of FIELD TRIP to Historical Museum - Writing across the curriculum: students will learn the historical relevance of the history of Michigan; costs will cover admission fees, lunch, and travel; Admission is \$4.00 per student, \$4.00 parking fee, 250 students = \$1,072.									\$1,072	\$1,072
271 - Pupil Transportation Services	Cost of FIELD TRIP to Tuskegee Airmen Museum - Writing across the curriculum: students will learn the historical relevance of the Tuskegee Airmen; costs will cover admissions fees, lunch, and travel (250 @ 15.95 per student rate is \$17.95 @ 10) = \$4,167.									\$4,167	\$4,167
271 - Pupil Transportation Services	Cost of FIELD TRIP to Henry Ford Museum - Writing across the curriculum: students will learn the historical relevance of the Ford Rouge Factory Tour; costs will cover admission fees (\$12.75 @ 250 students) = \$3,341									\$3,341	\$3,341
271 - Pupil Transportation Services	Cost of FIELD TRIPS- College Tours - Cody College Tour: Give students opportunities to visit college campus in state and out of state in April, 2012 for one week. Charter buses, hotel accommodations (if applicable), 10 chaperones, 100 students @ \$600 for each student – Total \$60,000.									\$60,000	\$60,000
	Sub-Total									\$73,580	\$73,580

280 - Central Support Services

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
283 - Staff/Personnel Services	Cost of PROFESSIONAL DEVELOPMENT Stipends for (2) Administrators – TOPIC: Gradual Release – \$32.50 hour x 6 hours x 2 administrators = \$390 + benefits \$110.	12h	\$390	\$110					\$500

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Cody College Preparatory Upper School of Teaching and Learning

283 - Staff/Personnel Services	Cost of PROFESSIONAL DEVELOPMENT Stipends for Secretaries - TOPIC: Gradual Release – (2) Secretaries x \$15.00/hr x 6 hours = \$180 + benefits - \$51	12h	\$180	\$51	\$231
283 - Staff/Personnel Services	Cost of PROFESSIONAL DEVELOPMENT workshop stipends for Administrative Staff – (2) administrators @ \$32.50 hr x 6 hours x 4 sessions/workshops - TOPIC: School Improvement Review of Plan = Salary \$ 1,560 + benefits \$441.	48h	\$1,560	\$441	\$2,001
283 - Staff/Personnel Services	Cost of PROFESSIONAL DEVELOPMENT workshop stipends for clerical staff (2) @ \$15.00 hr x 6 hours x 4 sessions/workshops - TOPIC: School Improvement Review of Plan = Salary \$720 + benefits \$203.	48h	\$720	\$203	\$923
283 - Staff/Personnel Services	Cost of PROFESSIONAL DEVELOPMENT workshop stipends for Administrative Staff – (2) teachers @ \$32.50 hr x 6 hours x 4 sessions/workshops - TOPIC School Improvement Review: Interpret and Analyze Data and Assessments = Salary \$ 1,560 + benefits \$441.	48h	\$1,560	\$441	\$2,001
283 - Staff/Personnel Services	Cost of PROFESSIONAL DEVELOPMENT workshop stipends for clerical staff (2) @ \$15.00 hr x 6 hours x 4 sessions/workshops - TOPIC: School Improvement Review: Interpret and Analyze Data and Assessments = Salary \$720 + benefits \$203.	48h	\$720	\$203	\$923
283 - Staff/Personnel Services	Cost of PROFESSIONAL DEVELOPMENT stipends for Administrative staff – Writing Workshop to implement a writing workshop, plan mini lessons within the writing workshop, understand how to use student writing as a tool for conferences as well as use assessment results and rubrics to plan effective instruction - 1 principal & 1 asst. principal both @ 32.50 hrly x 6 hours = Salary \$390 + Benefits \$ 110.	12h	\$390	\$110	\$500
283 - Staff/Personnel Services	Cost of PROFESSIONAL DEVELOPMENT stipends for Clerical staff – Writing Workshop to implement a writing workshop, plan mini lessons within the writing workshop, understand how to use student writing as a tool for conferences as well as use assessment results and rubrics to plan effective instruction - 2 secretaries @ \$15.00 hrly x 6 hours = Salary \$ 180 + Benefits \$ 51.	12h	\$180	\$51	\$231

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Cody College Preparatory Upper School of Teaching and Learning

283 - Staff/Personnel Services	Cost of PROFESSIONAL DEVELOPMENT Stipends for Administrative staff – Topic: Developing Writers through Literature that will identify elements of strong writing in authentic literature, utilize literature as mentor text for teaching the traits of writing 1 principal & 1 asst. principal both @ 32.50 hrly x 6 hours = Salary \$390 + Benefits \$ 110.	12h	\$390	\$110	\$500
283 - Staff/Personnel Services	Cost of PROFESSIONAL DEVELOPMENT Stipends for Clerical staff – Topic: Developing Writers through Literature that will identify elements of strong writing in authentic literature, utilize literature as mentor text for teaching the traits of writing - 2 secretaries @ \$15.00 hrly x 6 hours = Salary \$ 180 + Benefits \$ 51.	12h	\$180	\$51	\$231
283 - Staff/Personnel Services	Cost of PROFESSIONAL DEVELOPMENT Stipends for Administrative Staff – TOPIC: Write Traits K - 12, understand what the 6 traits are and how to teach them, develop ways to use literature to model the traits, and assess writing using the 6 traits rubric - 1 principal, 1 asst. principal both @ \$32.50 hrly x 6 hours = Salary \$390 + Benefits \$ 110.	12h	\$390	\$110	\$500
283 - Staff/Personnel Services	Cost of PROFESSIONAL DEVELOPMENT Stipends for clerical staff – TOPIC: Write Traits K - 12, understand what the 6 traits are and how to teach them, develop ways to use literature to model the traits, and assess writing using the 6 traits rubric- 2 secretaries @ \$15.00 hrly x 6 hours = Salary \$ 180 + Benefits \$ 51.	12h	\$180	\$51	\$231
283 - Staff/Personnel Services	Cost of PROFESSIONAL DEVELOPMENT Stipends for Administrative Staff – TOPIC: Gearing students on their path to college workshops: Study Habits, College Planning, College Applications, Financial Aid/Scholarships, Acceptance, Now What, College Life and Transition to College - 1 principal & 1 asst. principal @ \$32.50, (PD for Student Development) 7 Saturday student workshops – Salary \$2,730 + benefits \$771.	84h	\$2,730	\$771	\$3,501
283 - Staff/Personnel Services	Cost of PROFESSIONAL DEVELOPMENT Stipends for Clerical Staff – TOPIC: Gearing students on their path to college workshops: Study Habits, College Planning, College Applications, Financial Aid/Scholarships, Acceptance, Now What, College Life and Transition to College - 2 secretaries @ \$15.00 (6 hrs) each, (PD for Student Development) 7 Saturday student workshops - \$1,260 + benefits \$356.	84h	\$1,260	\$356	\$1,616

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Cody College Preparatory Upper School of Teaching and Learning

283 - Staff/Personnel Services	Cost of PROFESSIONAL DEVELOPMENT for Administrator for Travel Allowance/Conference (Admin) to National Conference on Differentiated Instruction, July 12 - 15, 2011, 1 hotel room @ \$129 (3 days), food expenses, airfare \$497 (current rate) – total \$ 925.				\$925	\$925
283 - Staff/Personnel Services	Cost of PROFESSIONAL DEVELOPMENT Stipends for Administrative Staff – TOPIC: Participants will learn practical steps for creating and managing technology rich lessons as well as identify key components to differentiate instruction that will help create a technology plan to support instructional staff and fulfill academic needs of students in the area of technology - Part I – (1 principal, 1 asst. principal both @ \$32.50 hrly x 6 hours = Salary \$390 + Benefits \$ 110.	12h	\$390	\$110		\$500
283 - Staff/Personnel Services	Cost of PROFESSIONAL DEVELOPMENT Stipends for Clerical Staff – TOPIC: Participants will learn practical steps for creating and managing technology rich lessons as well as identify key components to differentiate instruction that will help create a technology plan to support instructional staff and fulfill academic needs of students in the area of technology - Part I – 2 secretaries @ \$15.00 hrly x 6 hours = Salary \$ 180 + Benefits \$ 51.	12h	\$180	\$51		\$231
283 - Staff/Personnel Services	Cost of PROFESSIONAL DEVELOPMENT Stipends for Administrative Staff – TOPIC: to create a technology plan to support instructional staff and fulfill academic needs of students in the area of technology - Part 2 – (1 principal, 1 asst. principal both @ \$32.50 hrly x 6 hours = Salary \$390 + Benefits \$ 110.	12h	\$390	\$110		\$500
283 - Staff/Personnel Services	Cost of PROFESSIONAL DEVELOPMENT Stipends for Clerical Staff – TOPIC: to create a technology plan to support instructional staff and fulfill academic needs of students in the area of technology - Part I – 2 secretaries @ \$15.00 hrly x 6 hours = Salary \$ 180 + Benefits \$ 51.	12h	\$180	\$51		\$231
	Sub-Total	504h	\$11,970	\$3,381	\$925	\$16,276

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)
For Cody College Preparatory Upper School of Teaching and Learning

330 - Community Activities

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
331 - Community Activities	Cost of (1) FTE GRADUATE ASSISTANT – to provide assistance to parents, community and other assigned duties – Salary \$25,661 + Benefits \$6,810.	1	\$25,661	\$6,810					\$32,471
331 - Community Activities	Cost of COMMUNITY ACTIVITIES – Open House - Introduction for new school year; cost will cover supplies, materials, food for 3 hours – Total \$2,554					\$2,554			\$2,554
331 - Community Activities	Cost of PARENTAL INVOLVEMENT ACTIVITIES – Parent Financial Aid Night - Parent Financial Aid Night will provide parents with information and guidance for college admissions 3 given during the 2011-2012 school year – Total \$10,000.					\$10,000			\$10,000
331 - Community Activities	Cost of PARENTAL INVOLVEMENT ACTIVITIES – printed materials and supplies for Parent Financial Aid Night – Total \$2,500					\$2,500			\$2,500
331 - Community Activities	Cost of PARENTAL INVOLVEMENT ACTIVITIES – Refreshments for Parent Financial Aid Night – total \$2,500.				\$2,500				\$2,500
	Sub-Total	1	\$25,661	\$6,810	\$2,500	\$15,054			\$50,025
<hr/>									
	Sub Total	14/7056h	\$754,762	\$301,201	\$155,531	\$753,089	\$11,470		\$1,976,053
	Indirect Cost (Max Allowed: 4.45%)								\$0
	Grand Total								\$1,976,053
	Allocation								\$0

School: _____

	A	B	C	D	E
1	SCHOOL IMPROVEMENT GRANT DESCRIPTION FORM				
2					
3					
4	Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.				
5	FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
6	110	Instruction – Basic Programs	SALARIES	Data Instructional Specialist (teacher coaches) for staff at Title 1 school to help guide instruction in using data to drive instruction in all areas, specifically targeting reading and math curriculum to meet students' needs in order to increase academic achievements HDLV \$12,497; FICA/Pension @ 27.06%	\$74,300.00
7			BENEFITS	Pension/Insurance/ Taxes	\$32,602.00
8			PURCHASED SERVICES		
9		Franklin Covey Educational Solutions	SUPPLIES & MATERIALS	Franklin Covey Educational Solutions Personal Leadership Development & Classroom Implementation Package geared to implement the 7 Habits of Highly Effective Teens in the classroom. Program Materials interactive cd, audio series disc set, teens virtual certification and facilitator kit, 30 student classroom materials and shipping. 10 sets @ \$1468.97	\$14,689.70
10		Books	SUPPLIES & MATERIALS	Things Fall Apart Hardcover (\$10.88 @ 250, Cliff Notes, 250 @ 5.99), Souls of Black Folk (\$250 @ 24.99, Cliff Notes, 250 @ \$5.99), A Tale of Two Cities (250, \$11.94, Cliff Notes 250 @ 5.99), Jubilee, 100 Words Every High School Student Should Know (300 @ \$5.99)	\$16,445.00
11		Nutrition Education Class	SUPPLIES & MATERIALS	Nutrition teaching aids such as demonstration cart tables, cutting boards, aprons, table settings, chef hats, cooking/eating utensils that are not readily available within the classroom that will serve as an appropriate classroom need that will teach students valuable life skills for independent living.	\$12,333.12
12		Personal Living Education	SUPPLIES & MATERIALS	Personal Living aids such as sewing machines, sewing utensils, clothing materials such as sergers, sewing machines, sewing shears, sewing machine needles, handsewing needles/thread, tape measures, pin cushions, irons, ironing boards/pads, and multi-fabric that will that are not readily available within the classroom that will serve as an appropriate classroom need that will teach students valuable life skills for independent living.	\$20,000.00
13					
14			CAPITAL OUTLAY		
15			OTHER EXPENDITURES		
16	120	Instruction – Added Needs	SALARIES		
17			BENEFITS		

School: _____

	A	B	C	D	E
5	FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
18			PURCHASED SERVICES		
19		Dictionaries	SUPPLIES & MATERIALS	Merriman Webster Collegiate Dictionaries, 250 @ \$15.93	\$3,982.50
20		Thesarus		Merriman Webster Collegiate Thesarus, 250 @ \$16.53	\$4,132.50
21					
22			CAPITAL OUTLAY		
23			OTHER EXPENDITURES		
24	210	Pupil Support Services	SALARIES		
25			BENEFITS		
26			PURCHASED SERVICES		
27		College Café Media Center	SUPPLIES & MATERIALS	Tables will serve as workstations for students applying to college, completing class assignments, and/or tutoring OFM 66-Series, Terminal/Workstation, 29"H x 48"W x 48"D, Cherry, 6 tables @ \$540.99	\$3,245.94
28		Chairs	SUPPLIES & MATERIALS	Chairs will be serve as seating for trachers and staff. Alvy Mesh Task Chair, 50 @ \$69.99	\$3,499.50
29		Racks	SUPPLIES & MATERIALS	Magazine racks that will serve as storage for college literature and financial aid information needed by students and parents inpreparation for college.Clear Literature Magazine Rack, 12 Pockets, 3 @ 282.99, Clear Literature Pamphlet Rack, 12 Pockets, 3 @ 189.99	\$1,418.94
30		Desk	SUPPLIES & MATERIALS	OFM 66-Series Metal Teacher's Desk, 30"H x 60"W x 29 1/2"D, Gray/Cherry, 2 Tables @ \$740.99	\$1,481.98
31		Alpha Talker	SUPPLIES & MATERIALS	Alpha Talker, a simple communication device for non-verbal students, 2 @ \$2245	\$4,490.00
32		Student Planners	SUPPLIES & MATERIALS	Student Planners & Organizers, 300 @ \$2.50 ea.	\$750.00
33		Software	SUPPLIES & MATERIALS	Microsoft Office Home and Student 2010, Traditional Disc, 10 @ \$149.99	\$1,499.99
34		Mouse Pads	SUPPLIES & MATERIALS	Fellowes Gel Mouse Pad with Wrist Rest, \$18.95 @25	\$473.75
35			CAPITAL OUTLAY		
36			OTHER EXPENDITURES		
37	211	Truancy/Absenteeism	SALARIES	Attendance Agent to work with students who are truant and have high absenteeism and actively visit homes, engage parents and work with the Prosecutor's Office with programs to support making sure certain students are in regular attendance and to increase student academic achievement in core subjects	\$19,824.00
38			BENEFITS	Pension/Insurance/ Taxes	\$11,614.00
39			PURCHASED SERVICES		
40			SUPPLIES & MATERIALS		
41			CAPITAL OUTLAY		
42			OTHER EXPENDITURES	Travel Expenses to student's homes, court, etc.	\$500.00
43	212	Guidance Services	SALARIES	(2) Counselor to work with students @\$72,000 ea,	\$144,000.00
44			BENEFITS	Pension/Insurance/taxes for 2 Counselors @ \$31,169 ea.	\$62,338.00

School: _____

	A	B	C	D	E
	FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
5					
45			PURCHASED SERVICES		
46			SUPPLIES & MATERIALS		
47			CAPITAL OUTLAY		
48			OTHER EXPENDITURES		
49	213	Health Services	SALARIES	Registered Nurse	\$32,946.00
50			BENEFITS	Pension/Insurance/taxes	\$8,101.42
51			PURCHASED SERVICES		
52			SUPPLIES & MATERIALS	50 Person package with Rescue Breather CPR Faceshield 4 @ 55.22 each. This 193-piece first aid kit is ideal for contractors, fleet vehicles, worksites or small companies with up to 50 employees. It meets federal OSHA recommendations and carries 20 critical products. The plastic case, with slanted, spill-proof dividers is wall mountable yet has a handle for easy carrying.	\$220.88
53			SUPPLIES & MATERIALS	50 Person package with Rescue Breather CPR Faceshield 4 @ 55.22 each. GuarGuards caregivers of ill or injured patients and protects during biohazard clean-up. This 30-piece kit is intended for businesses, offices and work sites that require this level of protection. Meets federal OSHA regulations 29 CFR 1910.1030 (d) (3) (i).	\$220.88
54			SUPPLIES & MATERIALS	(2) Defibtech Automatic External Defibrillator (AED) machines @ \$1,299.99 ea.	\$2,599.98
55			CAPITAL OUTLAY		
56			OTHER EXPENDITURES		
57	214	Psychological Services	SALARIES		
58			BENEFITS		
59			PURCHASED SERVICES		
60			SUPPLIES & MATERIALS		
61			CAPITAL OUTLAY		
62			OTHER EXPENDITURES		
63	216	Social Work Services	SALARIES		
64			BENEFITS	(2) Pension/Insurance/taxes @ \$31,169 ea.	\$62,338.00
65					
66			PURCHASED SERVICES		
67			SUPPLIES & MATERIALS		
68			CAPITAL OUTLAY	School Social Worker (2) salaries @ \$73, 000 ea.	\$146,000.00
69			OTHER EXPENDITURES		
70	220	Instructional Staff Services	SALARIES		

School: _____

	A	B	C	D	E
5	FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
71			BENEFITS		
72			PURCHASED SERVICES		
73			SUPPLIES & MATERIALS		
74			CAPITAL OUTLAY		
75		Educators Symposium	OTHER EXPENDITURES	Educators Symposium on Accelerated Learning: November 17 - 19, 2011, Nashville, TN: conference registration 4 @ \$349, Travel Allowance/Conference hotel 2 double room @ \$179 per day for 5 days, food expenses for 4 (\$100/day @ 3 days), air fare \$250 (current rate) per person	\$5,200.00
76	221	Improvement of Instruction	SALARIES	Gradul Release PD for 50 participants @ \$23.82 hrly, 1 principal & 1 asst. principal both @ \$32.50 hrly, 2 secretaries @ \$15.00 hrly, 1 custodian @ \$19.18 hrly, 1 engineer @ \$44.50 hrly each for 6 hrs	
77			BENEFITS	Pension/Insurance/taxes	\$2,075.56
78			PURCHASED SERVICES	Facilitator for Gradual Release PD	
79			SUPPLIES & MATERIALS	Supplies, food and printed materials	\$2,500.00
80			CAPITAL OUTLAY		
81		Differentiated Instruction Conference	OTHER EXPENDITURES	National Conference on Differentiated Instruction, July 12 - 15, 2011; conference registration 8 @ \$539 ,Travel Allowance/Conference hotel 2 rooms @ \$199 per day for 5 days, (School Improvement Team 8 members), parking, food expenses for 8 team members (\$100/day @ 5 days @ 8 members), air fare \$497 (current rate) @ 8 members	\$14,300.00
82		National Council of Teachers of Mathematics		National Conference: High School Institute: Infusing the Classroom with Reasoning & Sense Making, July 28 - 30, 2011; conference registration 6 @ \$393, Travel Allowance/Conference hotel 1 rooms (male teacher) @ \$149 per day for 5 days, 2 (double/double) rooms @ \$149 (Female Math Teachers), food expenses for 6 (\$100/day @ 3 days), air fare \$300 (current rate) per person	\$8,200.00
83		Robert Marzaono's Classroom Assessment and Grading that Works Paperback Books		Robert Marzano's, Classroom Assessment and Grading that Works Paperback Books. These books would be used to create better assessments for classroom. The ideal grade book for teachers to use to track academic progress, give types of assessments and assessment techniques that encourage students to learn, report card formats that integrate useful feedback on learning with a traditional letter grade, best types of computer software for creating and managing formative assessments, as well as gives a three-phase approach to changing reporting systems to more accurately reflect student progress in learning. 25 @ \$27.95 (staff members)	\$698.75

School: _____

	A	B	C	D	E
5	FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
84		School Improvement Review of Plan		50 participants @ \$23.82 hrly, 1 principal & 1 asst. principal both @ 32.50 hrly, 2 secretaries @ 15.00 hrly, 1 custodian @ 19.18 hrly, 1 engineer @ \$44.50 hrly each for 6 hrs 4 sessions/workshops	\$28,548.00
85			BENEFITS	Pension/Taxes	\$7,965.27
86			SUPPLIES & MATERIALS	Materials and food for 4 professional days	\$10,000.00
87		School Improvement Review: Interpret & Analyze Data and Assessment		50 participants @ \$23.82 hrly, 1 principal & 1 asst. principal both @ 32.50 hrly, 2 secretaries @ 15.00 hrly, 1 custodian @ 19.18 hrly, 1 engineer @ \$44.50 hrly each for 6 hrs 4 sessions/workshops	\$28,548.00
88			BENEFITS	Pension/Insurance/taxes	\$7,965.27
89			SUPPLIES & MATERIALS	Materials and food for 4 professional days	\$10,000.00
90		Houghton Mifflin Harcourt Professional Development		Writing Workshop to implement a writing workshop, plan minilessons within the writing workshop, understand how to use student writing as a tool for conferences as well as use assessment results and rubrics to plan effective instruction. 50 participants @ \$23.82 hrly, 1 principal & 1 asst. principal both @ 32.50 hrly, 2 secretaries @ 15.00 hrly, 1 custodian @ 19.18 hrly, 1 engineer @ \$44.50 hrly each for 6 hrs	\$8,368.08
91			BENEFITS	Pension/Insurance/taxes	\$2,057.71
92			SUPPLIES & MATERIALS	Food and workshop material and supplies	\$4,500.00
93			PURCHASED SERVICES	Facilitators for above Writing Workshop	\$2,599.00
94		Houghton Mifflin Harcourt Professional Development		Developing Writers through Literature that will identify elements of strong writing in authentic literature, utilize literature as mentor text for teaching the traits of writing. 50 participants @ \$23.82 hrly, 1 principal & 1 asst. principal both @ 32.50 hrly, 2 secretaries @ 15.00 hrly, 1 custodian @ 19.18 hrly, 1 engineer @ \$44.50 hrly each for 6 hrs	\$8,368.08
95			BENEFITS	Pension/Taxes	\$2,057.71
96			SUPPLIES & MATERIALS	Food and workshop material and supplies	\$4,500.00
97			PURCHASED SERVICES	Facilitators for above Writing Workshop	\$2,599.00
98		Houghton Mifflin Harcourt Professional Development		Write Traits K - 12, understand what the 6 traits are and how to teach them, develop ways to use literature to model the traits, and assess writing using the 6 traits rubric. 50 participants @ \$23.82 hrly, 1 principal, 1 asst. principal both @ 32.50 hrly 2 secretaries @ 15.00 hrly, 1 custodian @ \$19.18 hrly, 1 engineer @ \$44.50 hrly each for 6 hrs	\$8,360.08
99			BENEFITS	Pension/Insurance/taxes	\$2,057.71
100			SUPPLIES & MATERIALS	Food and workshop material and supplies	\$5,500.00
101			PURCHASED SERVICES	Facilitators for above Writing Workshop	\$2,599.99

School: _____

	A	B	C	D	E
5	FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
102		Saturday Senior Workshops	CAPITAL OUTLAY	Gearing students on their path to college workshops: Study Habits, College Planning, College Applicatins, Financial Aid/Scholarships, Acceptance, Now What, College Life and Transition to College, 50 teachers @ \$23.82 (6 hours), 2 secretaries @ \$15.00 (6 hrs) each, 1 principal & 1 asst. principal @ \$32.50, 1 engineer @ \$44.50 hrly, 1 custodian @ \$19.18 hrly (6 hrs) (PD for Student Development) 7 Saturday student workshops	\$56,686.70
103			BENEFITS	Pension/Insurance/taxes	\$13,939.22
104			SUPPLIES & MATERIALS	Food and workshop material and supplies	\$20,000.00
105	225	Instruction Related Technology	SALARIES		
106			BENEFITS		
107			PURCHASED SERVICES		
108		Flash Drives	SUPPLIES & MATERIALS	Lexar JumpDrive TwistTurn USB Flash Drive, 4GB, 300 @ \$19.99. Allows students opportunities to store class assignments, resumes and portfolios on an external drive.	\$5,997.00
109		Graphing Calculator	SUPPLIES & MATERIALS	Texas Instruments TI-84 Plus Graphing Calculator, 100 @ \$119.99. Provides students opportunities to calculate within math classes and during assessments	\$11,999.99
110		Desktop Computers	SUPPLIES & MATERIALS	HP TouchSmart All-In-One Desktop Computer to be used within the College Cafe/student media center for college preparation. 20 @ \$699.99 each	\$13,999.80
111			SUPPLIES & MATERIALS	Beyond the Question Interactive Clickers, 4 sets of 50 @ \$1,995 (smartroomlearningsolutions.com) + \$200.00/shipping and handling fee	\$8,180.00
112		Apple iPods	CAPITALS OUTLAYS	150 @ \$299.99; for techonlogy and insturction within the classroom. (Volume purchase program)	\$44,998.50
113		Apple I-Pads	CAPITALS OUTLAYS	150 @ \$499.00; for technology and instruction within the classroom. (Volume purchase program for education)	\$74,998.50
114		Electric Binding Machine	SUPPLIES & MATERIALS	Lightweight binding machine that will be used to bind materials efficiently for students, teachers, and administration. 4 @ \$359.99 each	\$1,439.96
115		Printers	SUPPLIES & MATERIALS	HP DeskJetD 1660 Inkjet Printer Color/ Photoprint/Desktop 20 @ \$99.99	\$1,999.80
116		Hole Punch	SUPPLIES & MATERIALS	Electric hole punch that will be used to ensure quality and uniform hole punching for students, teachers, clerical and administration. Each 6 @ \$ 98.99 each	\$593.94
117		Document camera	SUPPLIES & MATERIALS	Elmo Classroom Doc-Tor-Document 10 @ 1566.00 each	\$15,660.00
118		Interactive Projectors	SUPPLIES & MATERIALS	Epson Brightlink Interactive Projectors and Wireless Pad / Apple I - Pad are a cost effective way so that we don't have to purchase interactivie boards. The interactive software is built inside of the Brightlink Projector and we have inexpensive whiteboards to project on, which turn into an interactive board.10 projectors @ \$2,045 each 5 wireless write boards @ \$295.00 each.	\$23,400.00

School: _____

	A	B	C	D	E
5	FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
119		Projector Screen	SUPPLIES & MATERIALS	Large projector screens to be used in the auditorium for added visual presentation for students and parents, 4 @ \$1723.95.	\$6,959.80
120		Surge Protectors	SUPPLIES AND MATERIALS	Surge protectors will be used to protect electronic equipment. 40 each @ \$41.99 each.	\$1,679.60
121		Computers	CAPITAL OUTLAY	The New MacBook will be used in the classroom as a form of technology to teach students interactive lessons created by the teachers. 300 Each @ \$999.99	\$299,997.00
122			OTHER EXPENDITURES		
123	227	Academic Student Assessment	SALARIES		
124			BENEFITS		
125		ACT Prep	PURCHASED SERVICES	ACES /ACT Preparation Program that will prepare students for the ACT; \$50 @ 300 students	\$15,000.00
126			SUPPLIES & MATERIALS		
127			CAPITAL OUTLAY		
128			OTHER EXPENDITURES		
129	230	General Administration	SALARIES		
130			BENEFITS		
131			PURCHASED SERVICES		
132			SUPPLIES & MATERIALS		
133			CAPITAL OUTLAY		
134			OTHER EXPENDITURES		
135	232	Executive Administration	SALARIES		
136			BENEFITS		
137			PURCHASED SERVICES		
138			SUPPLIES & MATERIALS		
139			CAPITAL OUTLAY		
140			OTHER EXPENDITURES		
141	240	School Administration	SALARIES	Academic Engagement Specialist to assist principal in school management during the 2011-2012 school year. This person will assist the principal in the development and implementation of a Comprehensive Student Intervention/Support Program to ensure student success.	\$40,466.00
142			BENEFITS	Pension/Insurance/ Taxes	\$17,705.00
143			PURCHASED SERVICES		
144			SUPPLIES & MATERIALS		
145			CAPITAL OUTLAY		
146		National Conference on Differentiated Instruction	OTHER EXPENDITURES	Travel Allowance/Conference (Admin) National Conference on Differentiated Instruction, July 12 - 15, 2011, 1 hotel room @ \$129 (3 days), food expenses, airfare \$497 (current rate)	\$925.00
147	250	Support Services Business	SALARIES		

School: _____

	A	B	C	D	E
5	FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
148			BENEFITS		
149			PURCHASED SERVICES		
150			SUPPLIES & MATERIALS		
151			CAPITAL OUTLAY		
152			OTHER EXPENDITURES		
153	257	Internal Services	SALARIES		
154			BENEFITS		
155			PURCHASED SERVICES		
156			SUPPLIES & MATERIALS		
157			CAPITAL OUTLAY		
158			OTHER EXPENDITURES		
159	266	Operation and Maintenance	SALARIES	(2) Custodians @ \$12,300	\$24,600.00
160			BENEFITS	(2) Custodians @ \$15,825	\$31,650.00
161			PURCHASED SERVICES		
162		Laminating Machine	SUPPLIES & MATERIALS	GBC Pinnacle 27 Easy Load Roll Laminator.	\$2,699.99
163		Laminating Materials	SUPPLIES & MATERIALS	GBC Easy Load Glossy Roll Film 1.7 mil, 25 x 500, box of 2,10 @ \$69.99	\$699.90
164		Copy Machine	SUPPLIES & MATERIALS	Cannon Image Class MF7470 Monochrome Digital Laser Multifunction Copier, Item #671290, 3 @ \$2699.99	\$8,099.97
165		Copier Toner	SUPPLIES & MATERIALS	Cannon 105 Black Toner Cartridge, Item #386405, 20 @ \$213.99	\$4,279.80
166		Classroom Phones	SUPPLIES & MATERIALS	AT & T ML 17939 2-Lined Corded Speakerphone With Digital Answering System, Black, 15 @ \$89.99/Office Depot. Telephones will be used as a contact between family, teacher, office.	\$1,349.85
167		Fax Machine	SUPPLIES & MATERIALS	Brother Intellifax 2820 Laser Fax Item #238288, 6@179.99 ea.Fax machines will be used in each department to deter office traffic.	\$1,079.94
168		Fax Machine Cartridges	SUPPLIES & MATERIALS	Brother DR350 Black Drum Units, Item #233784, 12@ \$116.99 ea.	\$1,403.88
169		Binder	SUPPLIES & MATERIALS	Wilson Jones Basic Round-Ring 39% Recycled View Binder, 1" Rings, 220-Sheet Capacity, White, 300 @ \$2.99. Will be used to student portfolios.	\$897.00
170		Binder	SUPPLIES & MATERIALS	Wilson Jones Basic Round-Ring 39% Recycled View Binder, 5" Rings, 10500-Sheet Capacity, Multiple colors, 50 @ \$32.99. Will be used to secure testing documents	\$1,649.50
171		Pencil Sharpeners	SUPPLIES & MATERIALS	X-Acto Heavy-Duty Electric Pencil Sharpener, Blue/Smoke, 20 @ \$51.99. Pencil sharpeners will be used in the classroom and during assessment.	\$1,039.80
172		Metal detectors	SUPPLIES & MATERIALS	Metal dectectors will be used to ensure the safety of the students, staff and the community on and around the campus. 4 @ \$4999 ea	\$19,996.00
173		Metal detectors accessories	SUPPLIES & MATERIALS	4 each of the following: Magna Dolly Kit, Battery Module, Operational Test Piece, Pocket Item Container, Stabilizer Base, Desktop Remote Control, Supper Scanner, and Garrett Super Scanner with NICAD Kit	\$4,807.64

School: _____

	A	B	C	D	E
5	FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
174		Walkie Talkies	SUPPLIES & MATERIALS	Walkie talkies will be used to assist with the safety of the school staff, students and community on and around the campus. Each @ \$	\$600.00
175		Pencils	SUPPLIES & MATERIALS	Ticonderoga Pencils, #2 Medium Soft Lead, Yellow Barrel, Box of 48, 500 @ \$9.49. Pencils will be utilized during assessments and during the classroom setting	\$4,745.00
176		Poster Maker	SUPPLIES & MATERIALS	PM 3600	\$5,995.00
177				14555-00 24" Profinisher Laminator Paper 2 @ 1995.00	\$3,990.00
178		Scan Tron Machine	SUPPLIES & MATERIALS	(2) Insight 4ES Dual Imaging, Pencil & Ink w/printer, scanner @ \$5735 ea.	\$11,470.00
179		Commerical Vacuums	SUPPLIES & MATERIALS	(4) Eurkea C2132B Commerical Upright Vacuum Cleaners @ \$249.00 ea.	\$996.00
180		Cable locks	SUPPLIES & MATERIALS	Locks will be used to store computers within the classrooms and student media center. 20 @ \$31.99 each	\$639.80
181		Laptop Storage Units	SUPPLIES & MATERIALS	Laptop storage units will be used to stoe Apple iPods and iPads in a secure location. 20 @ each @ \$1866.95	\$37,339.00
182		Multi-Purpose Carts	SUPPLIES & MATERIALS	Carts will be used to store and transport student, teacher and administrative materials. 10 carts @ \$130.95 each.	\$1,309.50
183		Copy paper	SUPPLIES AND MATERIALS	Copy paper that will be used for everyday prints, copies and memos for overall school use. 200 cases @ \$37.99 each	\$7,598.00
184		Storage cabinets	SUPPLIES AND MATERIALS	Storage cabinets will be utilized for storing academic, assessment materials, school supplies and materials. 10 @ \$259.99 each	\$2,599.90
185			CAPITAL OUTLAY		
186			OTHER EXPENDITURES		
187	280	Central Support Services	SALARIES		
188			BENEFITS		
189			PURCHASED SERVICES		
190			SUPPLIES & MATERIALS		
191			CAPITAL OUTLAY		
192			OTHER EXPENDITURES		
193	281	Planning, Research, Development and Evaluation	SALARIES	Professional Development - Participants will learn practical steps for creating and managing technology rich lessons as well as identify key componets to differentiate instruction that will help create a technology plan to support instructional staff and fulfill academic needs of students in the area of technology - Part I - 50 participants @ \$23.82 hrly, 1 principal & 1 asst. principal both @ \$32.50 hrly, 2 secretaries @ \$15.00 hrly, 1 custodian @ \$19.18 hrly, 1 engineer @ \$44.50 hrly each for 6 hrs. PD Technology Intergration Plan for 21st Century Classroom PD.	\$8,368.08
194			BENEFITS		
195		Professional Development Facilitator	PURCHASED SERVICES	Development of Technology Integration Plan for 21st Century Classroom faciliator, \$2750 for 6 hrs Part I	\$2,750.00
196		Professional Development Facilitator	PURCHASED SERVICES	Development of Technology Integration Plan to meet support instruction in the classroom faciliator, \$2750 for 6 hrs.	\$2,750.00

School: _____

	A	B	C	D	E
5	FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
197			SUPPLIES & MATERIALS	Supplies, food and printed materials	\$5,000.00
198			CAPITAL OUTLAY		
199			OTHER EXPENDITURES		
200		Technology Integration Plan for 21st Century Classroom		Professional Development to create a technology plan to support instructional staff and fulfill academic needs of students in the area of technology - Part 2 - 50 participants @ \$23.82 hrly, 1 principal & 1 asst. principal both @ \$32.50 hrly, 2 secretaries @ \$15.00 hrly, 1 custodian @ \$19.18 hrly, 1 engineer @ \$44.50 hrly each for 6 hrs	\$8,368.08
201	283	Staff/Personnel Services	SALARIES	Media Specialist/Compact Technician to oversee college entrance process and facilitate the College Café/Student Media Center, \$22.51/hr 6 hours @ 190 days	\$25,661.40
202			BENEFITS	Pension/Insurance/taxes	\$6,310.04
203			SALARIES	Compact Technician	\$25,661.40
204			BENEFITS	Pension/Insurance/taxes	\$6,810.14
205			SALARIES	Education Technician	\$25,661.40
206			BENEFITS	Pension/Insurance/taxes	\$6,810.14
207			SALARIES	Graduate Assistant	\$25,661.40
208			BENEFITS	Pension/Insurance/taxes	\$6,810.14
209			PURCHASED SERVICES		
210			SUPPLIES & MATERIALS		
211			CAPITAL OUTLAY		
212			OTHER EXPENDITURES		
213			SALARIES		
214			BENEFITS		
215	300	Community Services	SALARIES		
216			BENEFITS		
217			PURCHASED SERVICES		
218			SUPPLIES & MATERIALS		
219			CAPITAL OUTLAY		
220			OTHER EXPENDITURES		
221	311	Community Services Direction	SALARIES		
222			BENEFITS		
223			PURCHASED SERVICES		
224			SUPPLIES & MATERIALS		
225			CAPITAL OUTLAY		
226			OTHER EXPENDITURES		
227	331	Community Activities	SALARIES		
228			BENEFITS		
229			PURCHASED SERVICES		

School: _____

	A	B	C	D	E
5	FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
230			SUPPLIES & MATERIALS		
231		Open House	OTHER EXPENDITURES	Introduction for new school year; cost will cover supplies, materials, food, + 1 Custodian @ \$19.18/hr. 3 hrs. + 1 Engineer @ \$44.50/hr. @ 3 hrs.	\$2,798.02
232		Field Trip to Holocaust Musuem	OTHER EXPENDITURES	Writing across the curriculum: students will learn the historical relevance of the holocaust; cost will cover admission fees (\$3.00 per person), lunch, and travel; \$10.00 @ 250 people (includes students and staff)	\$2,500.00
233		Field Trip to Charles H. Wright Museum	OTHER EXPENDITURES	Writing across the curriculum: students will learn the historical relevance of the african american history; cost will cover admission fees, lunch, and travel	\$2,500.00
234		Field Trip to Historical Musuem	OTHER EXPENDITURES	Writing across the curriculum: students will learn the historical relevance of the history of Michigan; costs will cover admission fees, lunch, and travel; Admission is \$4.00 per student, \$4.00 parking fee, 250 students/staff	\$1,072.00
235		Field Trip to Tuskegee Airmen Musuem	OTHER EXPENDITURES	Writing across the curriculum: students will learn the historical relevance of the Tuskegee Airmen; costs will cover admissions fees, lunch, and travel (250 @ 15.95 per student/ adult rate is \$17.95 @ 10)	\$4,167.00
236		Field Trip to Henry Ford Musuem	OTHER EXPENDITURES	Writing across the curriculum: students will learn the historical relevance of the Ford Rouge Factory Tour; costs will cover admission fees (\$12.75 @ 250 students, 12 staff)	\$3,340.50
237		Cody College Preparatory School of Teaching and Learning College Tour	CAPITAL OUTLAY	Cody College Tour: Give students opportunities to visit college campus in state and out of state in April, 2012 for one week. Charter buses, hotel accommodations (if applicable), 10 chaperones, 100 students @ \$600 for each student.	\$60,000.00
238		Parent Financial Aid Night	PURCHASED SERVICES	Parent Financial Aid Night will provide parents with information and guidance for college admissions 3 given during the 2011-2012 school year.	\$10,000.00
239			SUPPLIES AND MATERIALS	Printed materials, supplies, and food,	\$5,000.00
240				TOTAL	\$1,971,777.31

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and Cody Upper High School is TURNAROUND;

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title Emergency Financial
managers

President of Local School Board (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title _____

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title _____

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title _____

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

DURATION

All provisions of the 2005-2009 Agreement not specifically changed by mutual agreement shall be carried forward in the new Agreement.

This Agreement shall be effective, except where expressly stated to the contrary, as of July 1, 2009 and shall continue in effect through June 30, 2012.

RETIREMENT

Payment of Unused Sick Days Upon Retirement

For retirements of all bargaining unit members effective on or prior to July 1, 2010, the formula for payment of unused leave days shall be as provided in Article Eleven, Section C of the 2005-2009 Collective Bargaining Agreement. To qualify for this payment, a Separation of Service form must be filed with the Division of Human Resources by February 15, 2010 indicating a retirement date no later than July 1, 2010. Employees who fail to provide such notice shall receive payment of unused sick days pursuant to the formula for employees who retire after July 1, 2010, as detailed below.

For retirements effective after July 1, 2010, upon retirement from the District with a retirement allowance in accordance with the qualifications established by the Michigan Public School Employees' Retirement System, all bargaining unit members shall be paid one-fifth (1/5) of their daily rate for each day in their sick bank between one (1) and seventy (70); one fourth (1/4) of their daily rate for each day in their sick bank between seventy-one (71) and one hundred thirty (130); and one half (1/2) of their daily rate for each day in their leave bank between one hundred thirty-one (131) and two hundred (200). There shall be no pay for accumulation above two hundred (200) days.

Unit members who left the bargaining unit and returned without a break in District Service and worked less than one (1) full school year, upon return shall be eligible for one-fifth (1/5) of their daily rate of pay for each day in their leave bank between one (1) and seventy (70).

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

PROFESSIONAL COMPENSATION

Termination Incentive Plan

Beginning January 12, 2010 and ending with the fourth (4th) pay of the 2011-2012 school year (for a total of 40 payments), all salaried members of the bargaining unit (except assistant attendance officers, accompanists and members who work less than .50 FTE) shall have \$250 per pay deducted from their pay and deposited into a Termination Incentive Plan (TIP) account. (Deductions shall not be made for the four (4) summer checks for members on 26 pays – checks numbered 23-26). A total of all deposits into an individual member's TIP account shall be shown on the member's pay stub. Assistant attendance officers, accompanists, members who work less than .50 FTE, hourly and daily rated members shall not be required to pay into the TIP account but shall have the option of doing so.

2009 Termination Incentive Payment

Bargaining unit members who retire or resign from the District following ratification of the 2009-2012 Agreement shall receive a Termination of Service Bonus of one-thousand dollars (\$1,000) for each year of service with the District up to ten (10) years of service, with a cap of \$10,000. Bargaining unit members on layoff status shall not be entitled to this Bonus until such time as they are removed from the layoff list pursuant to Article Fifteen. However, no member's Termination of Service Bonus shall exceed the amount he/she contributed to his/her TIP account pursuant to Article Nine, Section B.

Members may elect to have their Termination of Service Bonus paid as a lump sum, deposited into an annuity, or deposited into a Tax Deferred Plan (TDP).

Wages

The salary schedules set forth in Section B below include the following agreements of the parties:

1. The salary for the 2009-2010 and 2010-2011 school years shall be the salary in effect for the 2008-2009 school year.

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

2. A base salary increase of one percent (1%) for all bargaining unit members (unless specified elsewhere in the Agreement) shall be effective the first day of the first semester of the 2011-2012 school year.

3. **Program For Increased Enrollment**

Bargaining unit members (unless specified elsewhere in this Agreement) may be entitled up to an additional two percent (2%) salary increase effective the first day of the second semester of the 2011-2012 school year. The potential additional salary increase will be computed using the percentage increase in the District's audited FTE count (as certified by the Wayne County RESA audit based on the fourth Wednesday count) over the budgeted enrollment (Per District's 2011-2012 budget as published on July 1, 2011), reduced by the percentage shortfall (if any) in the actual per pupil foundation grant (as reported in the State of Michigan appropriated budget for K-12 education and any subsequent legislation amending the foundation allowance for the 2011-2012 fiscal year. The salary increase will be 0% to 2% in accordance with the following:

- a. Calculate the percentage increase between the budgeted FTE count and the audited FTE count as confirmed by the audit performed by Wayne Regional Educational Service Agency. If the audited FTE count is less than the budgeted FTE count, DFT will not receive a salary adjustment for the second semester.
- b. Calculate the percentage decrease (if any) between the budgeted foundation allowance and actual foundation allowance as documented in the State of Michigan appropriated budget for K-12 education and any subsequent legislation amending the foundation allowance. If the audited FTE count is less than the budgeted FTE count, DFT will not receive a salary adjustment for the second semester.
- c. To compute the amount of the raise, take the audited FTE count percentage increase, and subtract the foundation allowance percentage decrease (if any) and round to the nearest half percentage (1.0%, 1.5%, 2.0%). If both the audited FTE count and foundation allowance percentages increase, the raise shall be the percentage increase in the audited FTE count, rounded to the nearest half percent (1.0%, 1.5%, 2.0%).
- d. The maximum salary adjustment is 2%.

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

e. If the difference is less than 1%, DFT will not receive a salary adjustment for the second semester.

INSURANCE

There will be two (2) HMO Plans: HAP and Total.

There will be two (2) PPO Plans: Both administered by Blue Cross

Health Insurance

a. Health Insurance Options

Eligible employees may elect health insurance for himself/herself and eligible dependents.

Effective January 1, 2010, bargaining unit members who elect health insurance coverage will be eligible to receive coverage under one of two HMO plans or one of two PPO plans.

Employees choosing HMO coverage will be required to pay 10% of the annual premium cost via payroll deduction.

Employees choosing PPO coverage will be required to pay 10% of the annual premium cost of the chosen PPO plan, plus the difference in premium cost between the PPO plan selected by the employee and the higher cost HMO plan. Such premium cost sharing will occur via payroll deduction.

Employees choosing PPO coverage will have the following options available:

PPO Plan 1

\$250 (single)/\$500 (family) annual deductible

\$1,500 (single)/\$3,000 (family) annual out of pocket maximum

90% (in-network)/70% (out-of-network) co-insurance

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

PPO Plan 2

\$500 (single)/\$1,000 (family) annual deductible

\$3,000 (single)/\$6,000 (family) annual out of pocket maximum

80% (in-network)/60% (out-of-network) co-insurance

b. Prescription Co-Pay

The co-pay for generic equivalent prescription drugs will be five dollars (\$5) per prescription, the co-pay for non-generic, formulary prescription drugs will be twenty-five dollars (\$25) per prescription and the co-pay for non-generic, non-formulary prescription drugs shall be forty dollars (\$40

Employees utilizing the mail order prescription drug program will receive a ninety (90) day supply at a cost of two (2) prescription co-pays.

c. Emergency Room and Urgent Care Co-Pay

The emergency room co-pay for non-emergency care will be one hundred dollars (\$100) per visit. The urgent care co-pay shall be fifty dollars \$50 per visit.

d. Opt Out Plan – Eliminated

e. Mid Contract Review of Health Plan

The School District of the City of Detroit and the Detroit Federation of Teachers (DFT) have agreed to changes in the medical, pharmacy, dental and vision plans to become effective January 1, 2010.

These benefits will serve to meet the District's designated health care budget for the 2010 calendar year.

Should the actual health care costs (medical claims, pharmacy claims, dental claims, insured premiums and administrative cost) for the 2010 calendar year be less than the final budget (based on actual enrollment), the District and the DFT

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

will discuss the opportunity to have the financial benefit of this excess accrue to the covered employees.

The review of 2010 costs will occur in the 2nd quarter of 2011, 18 months after the effective date of the plan changes, in order to evaluate true mature costs and impact to reserves. The evaluation shall be conducted by a joint committee of the bargaining units and management. Savings in excess over original budget will be identified and the manner in which the benefit will accrue to the employees shall be mutually determined and equitably distributed.

Dental Insurance

There will be two dental plans – Delta and Delta Care

Eligible employees may elect dental insurance for himself/herself and eligible dependents. Eligible employees may choose one of two dental plans. Employees shall contribute 10% of the cost of the dental insurance selected.

Life Insurance/Death Benefits

Life insurance shall be increased from \$20,000 to \$25,000

SICK LEAVE

Accumulation and Carryover of Sick Leave

- Year one (1) – ten (10) sick days
- Years two (2) and beyond – twelve (12) sick days

The five (5) frozen sick days removed from unit members' sick banks during the 2006-2007 school year shall be restored to the members sick bank effective January 1, 2010.

Borrowing of Days – Current language eliminated – replaced with new language.

New language:

Sick Leave Donation

The School District of the City of Detroit ("District") and the Detroit Federation of Teachers, Local 231 ("Union") are committed to working together to develop a process by which members

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

may donate sick leave days to other members who are suffering from a catastrophic illness and have exhausted their sick leave bank on account of the catastrophic illness.

Medical Examinations

After five (5) consecutive work days of sick leave, a teacher must furnish a statement from his/her physician on a form provided by the District for such purpose, in order to secure his/her next pay check.

SCHOOL SCHEDULES

Elementary School Day

Effective the second semester of the 2009-2010 the regular school day shall be exactly seven (7) hours and eleven (11) minutes,....

Effective the 2010-2011 school year the regular school day shall be exactly seven (7) hours and ten (10) minutes,

Preparation Periods

Each elementary and K-8 teacher [pre-kindergarten through grade eight (8)] shall receive a minimum of five (5) forty-five (45) minutes preparation periods per week within the regular school day.

In elementary and kindergarten through grade eight (8) schools, the District shall have the right to utilize one (1) preparation period per week as a common preparation period. The common preparation period shall occur on Fridays. The specific period during the day which shall serve as the common preparation period may vary from school to school.

School Day

In order to ensure a safe working environment for everyone in the District's schools and to assist with the supervision of students, all teachers are to be on duty at their rooms at the entry bell and stand outside their doors in the hallways before and after school and

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

during passing time for the purpose of monitoring arrival, class changes, dismissal and to take a proactive role in addressing potential safety concerns.

Layoff Notice

From April 2nd to the end of the school year, an employee who is scheduled to be laid off shall be given a written notice of sixty (60) calendar days prior to the effective layoff date. From the beginning of the school year through April 1st, an employee who is scheduled to be laid off shall be given a written notice of thirty (30) calendar days prior to the effective layoff date. For purposes of this article, the beginning of the school year is defined as the employees' return to work date as determined by the academic calendar.

Open Transfer Period

The District shall maintain an annual open transfer period from April 1 --July 15.

Assault

Transfer/Suspension of Students Upon Assault

A child who initiates and inflicts a physical assault upon a teacher shall be transferred to another school and/or expelled from the school district in accordance with due process rights, applicable state law and the District's "Rights and Responsibilities of Students in the Detroit Public School" (formerly the "Student Code of Conduct"). Age and size of the offender shall be taken into consideration.

When the parent/guardian of a student assaults a teacher, the student shall be subject to transfer to another school. If requested by the teacher, the District shall expedite the immediate transfer of the teacher to another school where a vacancy exists for which the teacher is certified. If no vacancy exists, the teacher may request CTAL status.

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

LAYOFF AND RECALL

Recall

2. Notification of Recall (restructured)

The position to which the teacher is being recalled will be held for a response from the recalled teacher for a period of ten (10) calendar days from the date the letter is sent.

If the first ten (10) calendar days expire and the employee has not contacted the District, the employee shall be reinstated contingent upon the employee contacting the District within the next ten (10) calendar days. The recalled position will not be held after the first ten (10) calendar days. Failure to respond to the written notice within a total of twenty (20) days from the date the original notice of recall was sent shall result in the District sending a written notice to the employee that they have been terminated for failure to respond to the notice of recall. The District shall be under no further obligation to the employee.

3. Refusal of Recall (restructured)

In the event a teacher is recalled to a subject area other than his/her subject area, the teacher may refuse the recall and maintain his/her position on the subject area recall list.

If a teacher is recalled to his/her subject area and he/she refuses the recall, the teacher shall be terminated without further obligation on the part of the District. However, if the teacher to be recalled is currently employed by another school district, the teacher will be allowed to complete the school year in that district and will be recalled at the beginning of the next school year. If the recalled teacher has confirmed employment elsewhere, the teacher will be allowed up to thirty (30) calendar days to report to work to any recalled position for which he/she is qualified to teach. If the recalled teacher is ill and unable to report for work, the teacher will be recalled and placed on illness leave until the teacher is able to return to work consistent with the present leave policy.

TEACHER ACTIVITIES

Parent-Teacher Conferences

Each semester, specific times shall be designated by the principal and School Union Committee or when applicable, the Shared Decision-Making Committee or School Leadership Team for

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

parent-teacher conferences. All scheduled conferences must be in compliance with the Michigan Department of Education mandated days and/or hours of instruction.

Attendance Forms

The District will, in consultation with the Union, provide training and information regarding the new electronic attendance gathering system.

Timing of Report Cards

Student report cards shall be distributed two (2) times each semester – four (4) times per year – with parental conferences and/or advance written warning to parents of possible failures. Kindergarten and Pre-K progress reports shall be distributed four (4) times per year. The Pre-K progress reports shall be in accordance with state and federal guidelines and Head Start, respectively.

TENURE; COMPETENCE: ASSISTANCE AND REPORT

Teacher Evaluation Process

Teachers shall be evaluated in accordance with the evaluation requirements provided in the Michigan Teachers' Tenure Act. Comprehensive evaluation tools and evaluation process will be jointly developed by the District and the Union. The tool shall be used to evaluate all teachers, both in terms of providing development and growth for all teachers, and for determination of a teacher's effectiveness. Those schools not participating in the Peer Assistance and Review process will participate in a newly developed evaluation process by the beginning of the 2010 – 2011 school year. Consistent with the goal of this Agreement to dramatically improve student achievement, the teacher evaluation tool shall include, but not be limited to those factors that impact student achievement data and the use of current research-based practices.

The evaluation tool and process shall be jointly developed and implemented for the 2010-2011 school year.

The evaluation process for the 2009-2010 school year shall be the process that appeared in the 2005-2009 Collective Bargaining Agreement.

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

GRIEVANCE PROCEDURE

The time limit of sixty (60) calendar days does not apply to grievances related to errors that occur in the computation of wages or fringe benefits provided that such claims regarding errors in the computation of wages or fringe benefits must be brought within three (3) years from the date it is reasonable to assume that the Union and/or the individual first became aware of the conditions giving rise to the grievance.

LAYOFF AND RECALL

A. Layoff

2. Rights Under Layoff

Employees laid off through the procedure as stated in Section A above shall be maintained on a recall list for a period of four (4) years from the date of layoff.

B. Recall

2. Notification of Recall

Notification of recall shall be forwarded to the employee at the employee's last known address by regular mail which may include overnight mail with a copy sent to the Union. It shall be the responsibility of the employee to notify the District of any change of address immediately after such change.

TRANSFERS AND VACANCIES

Request/Right to Return

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

A teacher who has been forced to transfer due to reduced teacher service shall have priority to return to his/her school if a vacancy occurs for which he/she is qualified. The priority to return to his/her school shall be limited to a period of two (2) years and the teacher can only return at the beginning of a semester.

Notification

Contract teachers must be given three (3) days' notice before forced transfer due to lowered enrollment, except during reorganization; in the fall semester not later than the fourth Wednesday, and in the second semester during the first ten (10) school days.

All bargaining unit members shall receive at least three days' notice before they are transferred from one regular assignment to another regular assignment.

Letter of Agreement

between

The School District of the City of Detroit

and

The Detroit Federation of Teachers

**INSTRUCTIONAL REFORM – SHARED DECISION-MAKING
JOINT LABOR-MANAGEMENT SHARED DECISION-MAKING COMMITTEE**

The School District of the City of Detroit ("District") and the Detroit Federation of Teachers, Local 231 ("Union") in their Letter of Understanding-Contract Extension of August 26, 2009 mutually agreed to negotiate in good faith a successor agreement focused on enhancing student achievement through Instructional Reforms, Economic Reforms, and Operational Reforms.

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

To this end, in order to develop specific recommendations in the area of Instructional Reform – Shared Decision-Making, the parties agree, by their representatives' signatures below, to abide by the following procedures for establishment of a Joint Labor-Management Shared Decision-Making Committee.

Joint Labor-Management Shared Decision-Making Committee

The Joint Labor-Management Shared Decision-Making Committee shall be composed of an equal number of Union and District representatives. There shall be no more than ten (10) Committee members. The Joint Labor-Management Shared Decision-Making Committee members shall be identified by January 15, 2010. The Committee shall develop a calendar of no less than one (1) meeting per month, with additional meetings scheduled as needed. The Committee shall operate by consensus decision-making.

Schools that are interested in participating in Shared Decision-Making (SDM) shall submit applications of intent signed by the local building representative and the principal. Submission of the application shall be subject to the approval of at least two-third (2/3) of the school based staff eligible to vote.

The District and the Union shall appoint a Joint Labor-Management Shared Decision-Making Committee. The Joint Labor-Management Shared Decision-Making Committee shall establish the criteria for the level of school autonomy in shared decision-making. The Joint Labor-Management Shared Decision-Making Committee shall review the application and meet with the principal and bargaining unit members. The purpose of the meeting shall be to review the areas for which shared decision-making shall apply.

School Leadership Team

The School Leadership Team shall be established at the school level and have no more than twelve (12) committee members, consisting of, but not limited to, Principal, Assistant Principal (if applicable), DFT Building Representative and four (4) Teachers. Participating schools shall select School Leadership Teams based upon a peer selection process. Any schools with a

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

team in place as of September 1st will have an opportunity each October to change the composition of its team.

Decisions in accordance with the established policies and practices for shared decision-making shall be made by consensus. The implementation of the decisions will be carried out by the principal and other members of the school staff, as necessary.

Shared Decision-Making

The District and the Union agree that Shared Decision-Making (SDM) is a process in which the School Leadership Team (SLT) will work collaboratively with the Principal in identifying issues, defining goals relative to the Academic Achievement Plan, developing school budgets and formulating policy and the implementation of such. The uniqueness of each school community requires that the organizational and instructional issues discussed are determined by the SLT. The District and the Union agree that in order to achieve SDM at the school level, the SLT must agree to participate in required SDM training and work cooperatively in order to bring about changes, which may include significant restructuring of instruction.

Eligibility and Involvement

All schools are eligible to apply for participation in SDM. School participation shall be voluntary and subject to approval by two-third (2/3) of the school based staff eligible to vote. If a school wished to withdraw from the SDM program, a request to withdraw must be submitted at least thirty (30) days prior to the end of the applicable school year, and shall be effective the ensuing school year. The decision to withdraw shall be voluntary and subject to approval by at least two-third (2/3) of the school based staff eligible to vote.

Schools involved in SDM shall conduct ongoing self-evaluation based on tools identified and developed by May 1, 2010 by the Joint Labor-Management Committee and modify the program as needed.

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

Professional Development

The District shall be responsible for making available appropriate professional development and support requested by schools involved in SDM, as well as schools expressing an interest in future involvement in the program.

For the Union:

For the School District of the City of Detroit:

Letter of Agreement
between
The School District of the City of Detroit
and
The Detroit Federation of Teachers

INSTRUCTIONAL REFORM – PROFESSIONAL DEVELOPMENT
JOINT DISTRICT- UNION PROFESSIONAL DEVELOPMENT COMMITTEE

The School District of the City of Detroit ("District") and the Detroit Federation of Teachers, Local 231 ("Union") in their Letter of Understanding-Contract Extension of August 26, 2009 mutually agreed to negotiate in good faith a successor agreement focused on enhancing student achievement through Instructional Reforms, Economic Reforms, and Operational Reforms.

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

To this end, in order to develop specific recommendations in the area of Instructional Reform – Professional Development, the parties agree, by their representatives' signatures below, to abide by the following procedures for establishment of a Joint Labor-Management Professional Development Committee.

District-Wide Joint Labor-Management Professional Development Committee

The District and the Union shall appoint a District-Wide Joint Labor-Management Professional Development Committee. The District-Wide Committee shall jointly establish the framework to include method and content for professional development opportunities focused on raising student achievement.

The District-Wide Committee shall be composed of an equal number of District and Union representatives. There shall be two Committee co-chairs, one appointed by the Union and one appointed by the District. Committee members shall be identified by January 15, 2010. The Committee shall develop a calendar of no less than four (4) meetings per school year, with additional meetings scheduled as needed. Every Committee meeting shall follow a written agenda developed jointly by Union and District and distributed to Committee members prior to the meetings. Written minutes of Committee proceedings shall be maintained. The Committee shall operate by consensus decision making.

Prior to the District-Wide Committee's first meeting, Committee members shall receive training on the District's Academic Plan.

In developing a comprehensive professional development program to increase student achievement, the District-Wide Committee may include courses for which the District has received or will receive grant monies, courses offered by AFT's Education Research and Dissemination (ER&D) Program, programs provided by Wayne County RESA, and institutions of higher learning, as well as other resources.

The District-Wide Committee shall also determine when professional development, other than school based professional development, will be offered (and whether it is mandatory or voluntary, among other issues). The Committee shall also serve as a resource for School-Based Joint Labor-Management Professional Development Committees to develop school-based professional development opportunities.

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

School-Based Joint Labor-Management Professional Development Committee

The School Leadership Team of every school shall establish a School-Based Joint Labor-Management Professional Development Committee. This School Committee shall establish a school-based professional development program focused on raising student achievement. In coordination with the District's Academic Plan and district priorities, the School Committee will determine how the program's content is delivered and ensure its implementation. All professional development shall be supportive of the collaborative, shared decision making approach.

The School Committee shall be composed of teachers and School Administration representatives. There shall be two School Committee co-chairs, one appointed by the Union and one appointed by the School Administration. School Committee members shall be appointed by January 15, 2010. The School Committee shall meet as necessary to fulfill its responsibilities. Every Committee meeting shall follow a written agenda developed jointly by Union and School Administration and distributed to the entire school. Written minutes of School Committee proceedings shall be kept. The Committee shall operate by consensus decision making.

The School Committee members from throughout the District shall receive training on the District's Academic Plan.

In developing the school's professional development program to increase student achievement, the School Committee shall focus on training that supports the school's educational program. The School Committee shall consider the District-Wide Committee as a resource for school-based professional development.

Three (3) staff meetings per month or the banking of equivalent times may be utilized for professional development. The Principal is not precluded from discussing operational issues during any of these three (3) staff meetings or at a meeting(s) where the time has been banked.

For the Union:

For the School District of the City of Detroit:

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

Letter of Agreement

between

The School District of the City of Detroit

and

The Detroit Federation of Teachers

INSTRUCTIONAL REFORM – PRIORITY SCHOOLS

The School District of the City of Detroit (“District”) and the Detroit Federation of Teachers, Local 231 (“Union”) in their Letter of Understanding-Contract Extension of August 26, 2009 mutually agreed to negotiate in good faith a successor agreement focused on enhancing student achievement through Instructional Reforms, Economic Reforms, and Operational Reforms.

To this end, in order to develop specific recommendations in the area of Instructional Reform – Priority Schools, the parties agree, by their representatives’ signatures below, to abide by the following procedures for establishment of Priority Schools.

The Priority Schools intend to offer a rigorous educational program which includes extended day/year and measurable expectations. The District shall provide all adopted instructional materials to effectively address the educational and instructional needs of students

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

and staff, including textbooks, supplemental supplies, and equipment.

To implement the Priority Schools' educational program it is essential that there be cooperation between the District and the Union, which parties have agreed to accommodate necessary and unusual requirements in order to implement the Priority Schools – creative teaching methods; acceleration of improved student achievement as measured by MDE standards; creative scheduling; dedicated staff assigned to each school; extended school day/extended year; and parental and community engagement.

This Letter of Agreement ("Agreement") is made by and between the District and the Union for the purpose of establishing certain work rules to govern the operation of Priority Schools. The parameters for the Priority Schools will accommodate the following:

1. The District and the Union shall identify the criteria for the establishment of "Priority Schools." Determination of such schools shall be based upon data inclusive of, but not limited to, student performance on standardized tests, student attendance, transiency, chronic discipline and/or violence concerns, and Adequate Yearly Progress (AYP) status, and other provisions identified by No Child Left Behind (NCLB). Priority schools shall not be limited to low performing schools.
2. Schools identified as Priority Schools shall participate in the Shared Decision-Making Program as outlined in the collective bargaining agreement. Upon the selection of the staff, each Priority School shall select a School Leadership Team (SLT) as described in the collective bargaining agreement.
3. The Selection Committee shall be convened for the purposes of approving the criteria for establishment of Priority Schools and developing criteria for the recruitment, selection, and retention of staff at a Priority School. The District shall determine which schools will be designated Priority Schools. The Selection Committee will be responsible for interviewing and selecting staff at Priority Schools.

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

The Selection Committee shall include the Chief Academic Officer (or designee), School Principal, Union President (or designee), and the DFT Labor Relations Administrator who represents the affected school(s). The Emergency Financial Manager (or designee), or in the event the District's financial emergency is resolved, the Superintendent or CEO (or designee) shall vote in the event of a tie on decisions made by the Selection Committee.

4. Staffing at Priority Schools shall be on an application basis. Criteria for selection shall be determined by the Selection Committee. Interested DFT members must apply for assignment to a Priority School and be selected via an interview by the Selection Committee. All instructional and instructional support personnel shall be members of the bargaining unit.

In the event a Priority School is unable to fill positions, any qualified member from a lay-off list may apply based on a job posting and be selected regardless of position on the lay-off list. If no one from the lay-off list applies or is selected, the position may be posted on the District's website for external candidates.

5. Members selected for the Priority Schools must possess a valid Michigan teaching certificate (or applicable license) with an endorsement in the content area and/or specialty skill for their assignment, and meet the Highly Qualified requirements of the No Child Left Behind (NCLB) and Individuals with Disabilities Education (IDEA) Acts.
6. There shall be an extended day/school year for the Priority Schools contingent upon funding. If the Priority Schools have an extended school year, members of the bargaining unit shall be paid at their regular daily rate for the additional days worked. Any hours worked beyond the regular school day will be paid at the hourly rate. The three (3) year summer school rotation provision of the collective bargaining agreement does not apply to Priority Schools.

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

7. Members shall be required to engage in prescriptive and prescribed professional development days within the regular school year and designated additional professional development days. Additional professional development days will be paid at the workshop rate.

8. Upon selection to serve in a Priority School, a member will be required to complete prescribed professional development specifically designed to meet the instructional needs of the Priority Schools and leading to a Certificate of Qualification. During employment at a Priority School, members selected and assigned to a Priority School shall do so with the understanding that their ongoing assignment at the Priority School shall be contingent upon staff meeting evaluative criteria in an annual review process.

The evaluative criteria shall include, but not be limited to, the member maintaining the requirements of the job posting, meeting pre-established benchmarks and targets, making a continuing commitment to all that is prescribed in this Agreement. The established goals and objectives along with the evaluative criteria must be clearly articulated to all members of the bargaining unit at the time of the job posting and selection.

A member who is not meeting the evaluative criteria required by the Priority School, using supportive evidence and data, will be informed of the basis for evaluative findings and shall be referred to an alternative resource for assistance with implementing the model in a more effective way.

Members who do not receive an annual review shall be presumed to have met such goals and objectives.

9. In the event a member decides not to return to the Priority School or the Principal advises a member that he/she will not be retained for the following school year, the

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

District shall post the position and the Selection Committee shall be reconvened to interview and select a replacement from a pool of eligible candidates.

10. In the event a teacher decides not to return to the Priority School or the Principal advises a teacher that he/she will not be retained for the following school year, that teacher shall maintain the same rights as any other DFT member and be referred to the Division of Human Resources for placement in a vacancy.

If there is no vacancy available for which the teacher is certified, the teacher shall be reclassified as a CTAL until a vacancy for which the teacher is certified becomes available. If in the following school year no vacancy is identified, the teacher shall be referred to the Emergency Financial Manager/designee and the Union president/designee who will jointly determine how the teacher's service may be utilized.

All other members of the bargaining unit who decide not to return to the Priority School or who the Principal advises he/she will not be retained for the following school year shall maintain the same rights as any other DFT member and be referred to the Division of Human Resources for placement in a vacancy.

11. A reduction in teacher service at a Priority School shall occur in accordance with the reduction in teacher service provisions of the collective bargaining agreement.

If there is no vacancy available for which the teacher is certified, the teacher shall be reclassified as a CTAL until a vacancy for which the teacher is certified becomes available. If in the following school year no vacancy is identified, the teacher shall be referred to the Emergency Financial Manager/designee and the Union president/designee who will jointly determine how the members' service may be

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

utilized.

12. District-wide layoffs shall occur in accordance with the layoff provisions of the collective bargaining agreement. However, should the district decide to retain teachers assigned to Priority Schools who would otherwise be laid off, the teacher with the next highest seniority in the applicable subject area shall be released from their current assignment and be reclassified to CTAL until a vacancy for which the teacher is certified becomes available.

If in the following school year there is no vacancy for which the affected teacher is certified the teacher shall be referred to the Emergency Financial Manager/ designee and the Union President / designee who will jointly determine how the teachers' services may be utilized.

All other members of the bargaining unit at Priority Schools who are laid off shall maintain the same rights as any other DFT member.

For the Union:

For the School District of the City of Detroit:

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

**Letter of Agreement
between
The School District of the City of Detroit
and
The Detroit Federation of Teachers**

INSTRUCTIONAL REFORM - PEER ASSISTANCE AND REVIEW

The School District of the City of Detroit ("District") and the Detroit Federation of Teachers, Local 231 ("Union") in their Letter of Understanding-Contract Extension of August 26, 2009 mutually agreed to negotiate in good faith a successor agreement focused on enhancing student achievement through Instructional Reforms, Economic Reforms, and Operational Reforms.

To this end, in order to develop specific recommendations in the area of Instructional Reform – Peer Assistance and Review, the parties agree, by their representatives' signatures below, that during the 2009-10 school year, the District and the Union shall, through the establishment of a Joint Labor-Management Peer Assistance and Review Committee, develop the process for the implementation of the Peer Assistance and Review Program (PAR). The scope of implementation shall be contingent upon identified, sustainable funding effective the 2010-11 school year.

The Joint Labor-Management PAR Committee shall be composed of an equal number of District and Union representatives. There shall be two Committee co-chairs, one appointed by the Union and one appointed by the District. Committee members shall be identified by January 15, 2010. The Committee shall develop a calendar of no less than four (4) meetings per school year, with additional meetings scheduled as needed. Every Committee meeting shall follow a written agenda developed jointly by the Union and the District and distributed to Committee members prior to the meetings. Written minutes of Committee proceedings shall be maintained. The Committee shall operate by consensus decision making.

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

Prior to the Joint Labor-Management PAR Committee's first meeting, Committee members shall receive training on the District's academic plan. PAR will be phased in starting with a selected group of schools.

The Joint Labor-Management PAR Committee shall jointly establish the framework for PAR, to include the identification of the application, selection, and training process for members who shall serve as PAR consultants. Members selected to serve as PAR consultants shall serve in that capacity for a maximum of three (3) years and agree to participate in extensive professional development. Upon completion of the third year, the affected member shall resume the position of classroom teacher and shall have priority to return to their last teaching assignment if desired.

Teachers assigned to the position vacated by the teacher selected to be a PAR consultant shall be given a choice of schools when possible for reassignment upon the return of the PAR consultant to the classroom.

The Joint Labor-Management PAR Committee will work in consultation with the District administration in the development of a universal evaluation process and tool, accompanying rubric and evaluation manual.

For the Union:

For the School District of the City of Detroit:

Letter of Agreement

between

The School District of the City of Detroit

and

The Detroit Federation of Teachers

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

INSTRUCTIONAL REFORM – SCHOOL-BASED PERFORMANCE BONUS

JOINT LABOR-MANAGEMENT SCHOOL-BASED PERFORMANCE BONUS COMMITTEE

The School District of the City of Detroit (“District”) and the Detroit Federation of Teachers, Local 231 (“Union”) in their Letter of Understanding-Contract Extension of August 26, 2009 mutually agreed to negotiate in good faith a successor agreement focused on enhancing student achievement through Instructional Reforms, Economic Reforms, and Operational Reforms.

To this end, in order to develop specific recommendations in the area of Instructional Reform – School-Based Performance Bonus, the parties agree, by their representatives’ signatures below, to abide by the following procedures for establishment of a Joint Labor-Management School-Based Performance Bonus Committee.

The District and the Union shall appoint a Joint Labor-Management School-Based Performance Bonus Committee.

The District shall identify and inform the Union of the funding source for the establishment of a School-Based Performance Bonus Program. The securing of such funds shall be identified prior to the start of each school year. The continuance of the School-Based Performance Bonus shall be contingent upon the securing of the funds for the entire school year.

The District and the Union shall identify the criteria and benchmarks for establishing school-based performance pay for bargaining unit members. The criteria may include measureable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average (GPA), graduation rates, reduction in drop-out rates, attaining and/or maintaining Adequate Yearly Progress (AYP) and other provisions identified by the No Child Left Behind (NCLB) Act. In the event the District and the Union cannot agree on the criteria and benchmarks, the Emergency Financial Manager (or designee), or in the event the District’s financial emergency is resolved, the Superintendent or CEO (or designee) shall make the final determination of the criteria and benchmarks for establishing school-based performance pay.

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

The established criteria and benchmarks shall be distributed to schools for consideration and interest in the School-Based Performance Bonus program. All schools interested in participating the program shall be guided by the following:

1. The JLMC shall establish qualifications for applications to participate in the School-Based Performance Program.
2. The School Leadership Team and the building administration shall meet annually for the purpose of the development and submission of the application for consideration complete with the rationale of interest, strategies to meet the criteria/benchmarks, data pertinent to the identified criteria for consideration, and clearly defined objectives for the school year. The application must be signed by the principal and building representative.
3. Applications shall be reviewed by the JLMC and recommendations for selection shall be submitted to the General Superintendent/designee for final approval. The General Superintendent/designee shall consult with the Detroit Federation of Teachers President/designee.
4. Once the schools have been selected, the district shall be responsible for providing the resources for the school to meet the criteria/benchmarks.
5. Selected schools are subject to an annual review of predetermined criteria using supportive evidence and data for each school. A data-based rationale must be provided if a school is not renewed unless the non-renewal is due to lack of identified/available funding.
6. Bonus packages shall be afforded to each school selected. The distribution shall be made one of two ways: 1) utilizing the District's predetermined cash distribution matrix or 2) the School Leadership Team via the SDM shall determine an alternative.
7. Bonus pay shall be paid not later than the end of the first semester of the following school year.
8. This agreement shall not infringe upon the collective bargaining rights of other District employee unions and/or other employees.

For the Union:

For the School District of the City of Detroit:

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

2009	
Monday, August 31, 2009	Staff reports, full day of work. Professional development and staff orientation.
Tuesday, September 1, 2009	Staff Reports, full day of work. Teachers will prepare for their classes and work in their assigned room with no other activities planned.
Wednesday, September 2, 2009	Staff reports, full day of work. Professional development.
Tuesday, September 8, 2009	Schools open for teachers and students.
Tuesday, November 3, 2009	Professional development. No students.
Wednesday, November 11, 2009	Schools close at noon for Veteran's Day observance.
Wednesday, November 25, 2009	Schools close at end of day for Thanksgiving Break.
Monday, November 30, 2009	Schools reopen.
Friday, December 18, 2009	Schools close at end of day for Christmas Break.
2010	
Monday, January 4, 2010	Schools reopen.
Friday, January 15, 2010	End of first semester.
Monday, January 18, 2010	Schools closed for observance of Martin Luther King, Jr.'s Birthday

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

	observance.
Tuesday, January 19, 2010	Second semester begins.
Friday, February 12, 2010	Schools close at end of day for Winter Break.
Monday, February 22, 2010	Schools reopen.
Tuesday, March 23, 2010	Professional development. No students.
Wednesday, March 24, 2010	Professional development. No students.
Thursday, April 1, 2010	Schools close at end of day for Spring Break.
Monday, April 12, 2010	Schools reopen.
Monday, May 31, 2010	Schools closed for Memorial Day observance.
Thursday, June 17, 2010	Last day of school for students.
Friday, June 18, 2010	Semester ends. Last day of school for teachers.